## Main Criteria: Structure and Style for Students

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts

Grade: 7

# Structure and Style for Students

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

Massachusetts Curriculum Frameworks

Language Arts

Grade 7 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT /	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

SKILL

STANDARD /W.PK-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-<br/>CONCEPT /12.3.structured sequences.SKILL

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT /	SL.PK-	
SKILL	12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SKILL STANDARD / CONCEPT / SKILL		
STANDARD / CONCEPT /	12.1. SL.PK- 12.2.	on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL FOCUS /	12.1. SL.PK- 12.2.	on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.1. SL.PK- 12.2.	on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND

Key Ideas and Details

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
or to and	_	
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD / CONCEPT /		
ST ANDARD / CONCEPT / SKILL	8.2. WCA.6-	experiments, or technical processes. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and
ST ANDARD / CONCEPT / SKILL	8.2. WCA.6- 8.2.b. WCA.6- 8.2.d.	experiments, or technical processes. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR	8.2. WCA.6- 8.2.b. WCA.6- 8.2.d.	experiments, or technical processes.         Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE	8.2. WCA.6- 8.2.b. WCA.6- 8.2.d.	experiments, or technical processes.         Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.         Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
ST ANDARD / CONCEPT /         INDICATOR         INDICATOR         INDICATOR         STRAND         STANDARD / CONCEPT /	8.2. WCA.6- 8.2.b. WCA.6- 8.2.d. WCA.6- 8.4.	experiments, or technical processes.         Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.         Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]         Production and Distribution of Writing         Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD / CONCEPT /INDICATORINDICATORINDICATORSTRANDSTANDARD / CONCEPT / SKILLFOCUS /	8.2. WCA.6- 8.2.b. WCA.6- 8.2.d. WCA.6- 8.4.	experiments, or technical processes.         Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.         Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]         Production and Distribution of Writing         Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT /	W.7.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, 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.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)

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L.7.

STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Massachusetts Curriculum Frameworks

Language Arts

		Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity

STANDARD / R.PK- Independently and proficiently read and comprehend complex literary and informational texts. CONCEPT / 12.10.

CONCEPT / SKILL

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COURSE		
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS /
COURSE

SKILL

8.10.

RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD /	RCA-	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior
CONCEPT /	ST.6-8.2.	knowledge or opinions.
SKILL		

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT /	RCA- ST.6-	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / WCA.6- COURSE	8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA
COURSE	

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

FOCUS /
COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STRAND		

# FOCUS / SLCA.6-8. Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] COURSE

STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	171d	Recognize that changing the placement of a phrase or clause can add variety emphasize particular relationships

EXPECTATION L.7.1.d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STRAD		integration of Knowledge and ideas

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	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.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.7.3.	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.7.5.	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
STANDARD / CONCEPT / SKILL	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.7.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
	W.7.	Grade 7 Writing Standards [W] Text Types and Purposes
COURSE	W.7.	
COURSE STRAND STANDARD / CONCEPT /		Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant

INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT /	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly
SKILL		expressing their own.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52
		Massachusetts Curriculum Frameworks
		Language Art s Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STRAND STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Key Ideas and Details Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT /		Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	12.1. R.PK-	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	12.1. R.PK- 12.2. R.PK- 12.3.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	12.1. R.PK- 12.2. R.PK- 12.3.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.1. R.PK- 12.2. R.PK- 12.3.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.         Analyze how and why individuals, events, and ideas develop and interact over the course of a text.         College and Career Readiness Anchor Standards for Reading
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT /	12.1. R.PK- 12.2. R.PK- 12.3. <b>R.PK-12.</b>	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.         Analyze how and why individuals, events, and ideas develop and interact over the course of a text.         College and Career Readiness Anchor Standards for Reading         Craft and Structure         Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.						
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening						
STRAND		Comprehension and Collaboration						
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.						
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language						
STRAND		Conventions of Standard English						
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language						
STRAND		Knowledge of Language						
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.						
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language						
STRAND		Vocabulary Acquisition and Use						
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]						
STRAND		Production and Distribution of Writing						
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						

STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	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.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6-8	8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.7.3.	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).

FOCUS / COURSE	RL.7.	ade 7 Reading Standards for Literature [RL]					
STRAND		Craft and Structure					
STANDARD / CONCEPT / SKILL	RL.7.4.	rmine the meaning of words and phrases as they are used in a text, including figurative and connotative nings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)					
STANDARD / CONCEPT / SKILL	RL.7.5.	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).					
STANDARD / CONCEPT / SKILL	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.					
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]					
STRAND		Integration of Knowledge and Ideas					
STANDARD / CONCEPT / SKILL	RL.7.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.					
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]					
STRAND		Key Ideas and Details					
STANDARD / CONCEPT / SKILL	RI.7.3.	nalyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or vents, or how individuals influence ideas or events).					
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]					
STRAND		Text Types and Purposes					
ST ANDARD / CONCEPT / SKILL	W.7.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.					
INDICATOR	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.					
INDICATOR	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.					
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.					
INDICATOR	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.					
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.					

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.7.4.	ice clear and coherent writing in which the development, organization, and style are appropriate to task, se, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.	
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Research to Build and Present Knowledge	
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
	W.7.		
COURSE	<b>W.7.</b> W.7.10.	Grade 7 Writing Standards [W]	
COURSE STRAND STANDARD / CONCEPT /		Grade 7 Writing Standards [W]         Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a	
COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.7.10.	Grade 7 Writing Standards [W] Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	W.7.10.	Grade 7 Writing Standards [W] Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Grade 7 Speaking and Listening Standards [SL]	

by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

INDICATOR	SL.7.1.b.	ow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual s as needed.						
INDICATOR	SL.7.1.c.	e questions that elicit elaboration and respond to others' questions and comments with relevant observations ideas that bring the discussion back on topic as needed.						
FOCUS / COURSE	SL.7.	le 7 Speaking and Listening Standards [SL]						
STRAND		omprehension and Collaboration						
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.						
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]						
STRAND		Conventions of Standard English						
STANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)						
INDICATOR		Sentence Structure, Variety, and Meaning						
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.						
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).						
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.						
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]						
STRAND		Conventions of Standard English						
ST ANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).						
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]						
STRAND		Vocabulary Acquisition and Use						
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.						
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.						
INDICATOR	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						

L.7.4.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).

		UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60			
1		Massachusetts Curriculum Frameworks			
Language Arts					
Grade 7 - Adopted: 2017					
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading			
STRAND		Key Ideas and Details			
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading			
STRAND		Craft and Structure			
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.			
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading			
STRAND		Integration of Knowledge and Ideas			
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.			
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			

STANDARD /W.PK-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-<br/>CONCEPT /12.3.structured sequences.SKILL

FOCUS / COURSE	W.PK-12.	ollege and Career Readiness Anchor Standards for Writing					
STRAND		Production and Distribution of Writing					
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	technology to produce and publish writing and to interact and collaborate with others.					
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing					
STRAND		Research to Build and Present Knowledge					
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.					
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing					
STRAND		Range of Writing					
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.					
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening					
STRAND		Comprehension and Collaboration					
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.					
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language					
STRAND		Conventions of Standard English					
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					

STANDARD /	L.PK-	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONCEPT/	12.2.	
SKILL		

FOCUS / COURSE	L.PK-12.	lege and Career Readiness Anchor Standards for Language					
STRAND		Knowledge of Language					
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	knowledge of language to understand how language functions in different contexts, to make effective choices aning or style, and to comprehend more fully when reading or listening.					
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language					
STRAND		Vocabulary Acquisition and Use					
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.					
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.					
FOCUS / COURSE	RCA-H.6- 8.	rades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]					
STRAND		Key Ideas and Details					
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)					
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	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.					
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]					
STRAND		Craft and Structure					
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.					
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.					
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]					
STRAND		Range of Reading and Level of Text Complexity					

STANDARD /RCA-Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate forCONCEPT /H.6-8.10.the grade/course.SKILL

FOCUS / COURSE	RCA- ST.6-8.	des 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical jects [RCA-ST]					
STRAND		ey Ideas and Details					
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)					
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	etermine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior iowledge or opinions.					
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]					
STRAND		Craft and Structure					
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.					
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.					

COURSE	ST.6-8.	Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS /	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content	Areas [WCA]
COURSE			

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS /	WCA.6-8.	Grades 6–8 Writing	Standards for	Literacy in the Content	Areas [WCA]
COURSE					

STRAND	Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration

	8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expression their own clearly.
SKILL		expressing their own clearly.

INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

INDICATOR W.7.5.b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, 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.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STRAND STANDARD / CONCEPT / SKILL	SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
STANDARD / CONCEPT /	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
ST ANDARD / CONCEPT / SKILL		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 clearly expressing their own. 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
ST ANDARD / CONCEPT / SKILL INDICATOR	SL.7.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
ST ANDARD / CONCEPT / SKILL INDICATOR	SL.7.1.a. SL.7.1.b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.         Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR	SL.7.1.a. SL.7.1.b. SL.7.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.         Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE	SL.7.1.a. SL.7.1.b. SL.7.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.         Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.         Grade 7 Speaking and Listening Standards [SL]
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR INDICATOR FOCUS / COURSE ST RAND STANDARD / CONCEPT /	SL.7.1.a. SL.7.1.b. SL.7.1.c. <b>SL.7.</b>	For the second secon

STANDARD /	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions,
CONCEPT/		facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7
SKILL		Language Standards 4–6 for specific expectations regarding vocabulary.)

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

FOCUS / COURSE L.7.

Grade 7 Language Standards [L]

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

#### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

	Knowledge of Language
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
L.7.	Grade 7 Language Standards [L]
	Vocabulary Acquisition and Use
L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
	L.7.3.a. L.7.

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

INDICATOR L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### Massachusetts Curriculum Frameworks

Language Arts

Grade 7 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
		College and Corpor Deadinges Angher Standards for Speaking and Listening
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
		Comprehension and Collaboration
COURSE		
COURSE STRAND STANDARD / CONCEPT /	12. SL.PK-	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	12. SL.PK- 12.1. SL.PK- 12.2.	Comprehension and Collaboration         Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	12. SL.PK- 12.1. SL.PK- 12.2.	Comprehension and Collaboration         Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	12. SL.PK- 12.1. SL.PK- 12.2.	Comprehension and Collaboration         Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         College and Career Readiness Anchor Standards for Language
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / ST RAND ST RAND STANDARD / CONCEPT /	12. SL.PK- 12.1. SL.PK- 12.2. L.PK-12.	Comprehension and Collaboration         Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         College and Career Readiness Anchor Standards for Language         Conventions of Standard English
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	12. SL.PK- 12.1. SL.PK- 12.2. L.PK- 12.1. L.PK- 12.2.	Comprehension and Collaboration         Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         College and Career Readiness Anchor Standards for Language         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD /	L.PK-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
CONCEPT /	12.3.	for meaning or style, and to comprehend more fully when reading or listening.
SKILL		

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RCA-H.6- 8.	- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	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.
FOCUS / COURSE	RCA-H.6- 8.	- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
STRAND		Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.	

FOCUS /	RCA-	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
COURSE	ST.6-8.	Subjects [RCA-ST]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration

STANDARD /	SLCA.6-	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and
CONCEPT /	8.2.	evaluate the motives (e.g., social, commercial, political) behind its presentation.
SKILL		

FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS /	W.7.	Grade	7	Writing	Standards	[W]
COURSE						

CTRAND Test Tester and Despected	
STRAND Text Types and Purposes	

ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, 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.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	172h	Snell correctly	recognizing that some word	s have commonly	accented variations (e	a donut/doughnut)
INDICATOR	L.1.2.D.	open conceay,	recognizing that some word	S have commonly		.g., uonuvuouginiug.

FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience
		interest.

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

## Massachusetts Curriculum Frameworks Language Arts

#### Grade 7 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas

COURSE

STRAND

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STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	. College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	. College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT /	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

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FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE
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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE

SKILL

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STRAND STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONCEPT /	12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD / CONCEPT / SKILL FOCUS /	12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT /	12.3. L.PK-12. L.PK-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	12.3. L.PK-12. L.PK- 12.4. L.PK- 12.6.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	12.3. L.PK-12. L.PK- 12.4. L.PK- 12.6. RCA-H.6-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

STANDARD /	RCA-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the
CONCEPT /	H.6-8.2.	source distinct from prior knowledge or opinions.
SKILL		

FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity

STANDARD /	RCA-	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the
CONCEPT /	ST.6-	grade/course.
SKILL	8.10.	

FOCUS /	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
COURSE		

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT /	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and guote or paraphrase the data and conclusions of
SKILL	0.0.	others while avoiding plagiarism and following a standard format for citation.

STANDARD /	WCA.6-	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8
CONCEPT /	8.9.	Reading Standard 1 for more on the use of textual evidence.)
SKILL		

## FOCUS / WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] COURSE

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.

# FOCUS / SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] COURSE

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT /	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn
SKILL		from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SKILL STANDARD / CONCEPT / SKILL	RI.7.2.	
STANDARD / CONCEPT /	RI.7.2. RI.7.3.	paraphrasing.) Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /		paraphrasing.) Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	RI.7.3.	paraphrasing.) Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. 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).

STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
o o o no L		
STRAND		Text Types and Purposes
	W.7.2.	Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STRAND STANDARD / CONCEPT /	<b>W.7.2.</b> W.7.2.a.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and
STRAND STANDARD / CONCEPT / SKILL		Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text
STRAND STANDARD / CONCEPT / SKILL	W.7.2.a.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR	W.7.2.a. W.7.2.b.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR	W.7.2.a. W.7.2.b. W.7.2.d.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.
ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR INDICATOR FOCUS /	W.7.2.a. W.7.2.b. W.7.2.d. W.7.2.e.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR INDICATOR FOCUS / COURSE	W.7.2.a. W.7.2.b. W.7.2.d. W.7.2.e.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).         Grade 7 Writing Standards [W]

STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, 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.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

FOCUS / L.7. Grade 7 Language Standards [L] COURSE

COORSE		
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SKILL

SKILL

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

### UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92 Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017 FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE STRAND Key Ideas and Details STANDARD / R.PK-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details CONCEPT / 12.2. and ideas. SKILL FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE STRAND **Craft and Structure** STANDARD / R.PK-Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative CONCEPT / 12.4. meanings, and analyze how specific word choices shape meaning or tone. FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE STRAND Integration of Knowledge and Ideas R.PK-STANDARD / Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well CONCEPT / 12.7 as in words. SKILL FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE STRAND Range of Reading and Level of Text Complexity R.PK-STANDARD / Independently and proficiently read and comprehend complex literary and informational texts. CONCEPT / 12.10.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / WPK-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-CONCEPT / 12.3. structured sequences. SKILL

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.PK- 2.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / W. COURSE	V.PK-12. (	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / SL COURSE 12.		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
		Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / L.I COURSE	PK-12. (	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
	PK- 2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	PK- 2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / L.I COURSE	PK-12. (	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
	PK- 2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	2.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / RO COURSE 8.		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details

STANDARD /	RCA-	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as
CONCEPT /	H.6-8.1.	appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SKILL		

STRAND         Craft and Structure           STANDARD/ CONCEPT/ SRLL         RCA. H-5.8.         Determine the meaning of general academic and domain-specific works and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.           FOCUS / COURSET         RCA-H-6-         Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]           STRAND         Range of Reading and Level of Text Complexity         Reading Standards for Literacy in the Content Areas: Science and Career and Technical StraNDARD / Reade for Course.           STANDARD / COURSET         RCA- H-6-8.10.         Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the gade/course.           STANDARD / COURSET / STANDARD / STANDARD / STANDARD / STANDARD / STG-8.1.         RCA- Che specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as cONCEPT / SKIL           STANDARD / SKIL         RCA- Che specific textual evidence to support analysis of science and career and Technical science and paraphrasing.)           STANDARD / SKIL         RCA- Che specific textual evidence to support analysis of science and career and Technical specific works and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical specific works and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical specific works and p	FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
CONCEPT/ SKIL       H6-8.4.       including vocabulary specific to domains related to history/social studies.         COURSE       RCA-H6       Frades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]         STANARD/ COURSE       RCA- Base of Reading and Level of Text Complexity       Independently and profesently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.         STANARD/ COURSE       RCA- St.E.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STANARD/ COURSE       RCA- St.E.B.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STANARD/ SKILL       RCA- ST.E.B.1.       Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6-8 Writing Standard 8 for more on quoting and paraphrasing.)         STANARD/ SKILL       RCA- ST.E.B.2.       Delemmine the central ideas or conclusions of a text provide an accurate summary of the text distinct from prior knowledge or opinions.         STANARD/ SKILL       RCA- ST.E.B.2.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STANDARD/ STANDARD/ STANDARD/ STANDARD/ STANDARD/ ST.E.B.3.       Crat and Structure         STANDARD/ CONCEPT/ ST.E.B.3.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical sp	STRAND		Craft and Structure
COURSE       8.         STRAND       Range of Reading and Level of Text Complexity         STANDARD / CONCEPT / SKILL       RCA. H6-8.10.       Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for cONCEPT / SKILL         COUS / COURSE       RCA. ST.6-8.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical course.         STANDARD / COURSE       RCA. ST.6-8.1.       Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as coNCEPT / SKILL       Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6-8 Writing Standard 8 for more on quoting and paraphrasing.)         STANDARD / CONCEPT / SKIL       RCA. ST.6-8.1.       Cetemine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior workedge or opinions.         FOCUS / CONCEPT / SKIL       RCA. ST.6-8.2.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical StanDARD / ST.6-8.4.       Determine the meaning of general academic vocabulary as velia as symbols, notation, key terms, and other domain- specific working and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 least strand topics.         FOCUS / SKIL       RCA. ST.6-8.4.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical specific working and phrases as they are used in a specific scientific or technical context relevant to g	CONCEPT /		
STANDARD / CONCEPT / SKILL       RCA- H6-8.10.       Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.         FOCUS / COURSE       RCA- ST.6-8.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects (RCA-ST)         STANDARD / COURSE       RCA- ST.6-8.       Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as CONCEPT / SKILL         STANDARD / SKILL       RCA- ST.6-8.2.       Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as concept / SKILL         STANDARD / CONCEPT / SKILL       RCA- ST.6-8.2.       Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior workedge or opinions.         FOCUS / CONCEPT / SKILL       RCA- ST.6-8.2.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Standards for Literacy in the Content Areas: Science and Career and Technical Standards or technical context relevant to grades 6-8 texts and lopics.         FOCUS / COURSE       RCA- St-6-8.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical systelic words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and lopics.         FOCUS / COURSE       RCA- St-6-8.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects (RCA-ST]         STAND			Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
CONCEPT/ SKIL       H6-8.10. the grade/course.         FOCURSE       RCA. ST.6-8.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST]         STRAND       Key Ideas and Details         STANDARD / CONCEPT / SKIL       RCA. ST.6-8.1.       Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6-3 Writing Standard 8 for more on quoting and paraphrasing.)         STANDARD / CONCEPT / SKIL       RCA. ST.6-8.1.       Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.         FOCURSE       RCA. ST.6-8.2.       Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.         FOCURSE       RCA. ST.6-8.2.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST]         STANDARD / CONCEPT / ST.6-8.4.       Grades 6-3 Reading standards for Literacy in the Content Areas: Science and Career and Technical specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.         FOCURSE       RCA. ST.6-8.       Grades 6-3 Reading standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST]         STANDARD / CONCEPT / ST.6-8.       Grades 6-3 Reading and Level of T	STRAND		Range of Reading and Level of Text Complexity
COURSE       ST.6-8.       Subjects [RCA-ST]         STRAND       Key Ideas and Details         STANDARD /       RCA-       Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)         STANDARD /       RCA-       Cate specific textual evidence to support analysis of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.         STANDARD /       RCA-       Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.         FOCUS /       RCA-       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects (RCA-ST]         STANDARD /       RCA-       Standards for Literacy in the Content Areas: Science and Career and Technical so and topics.         STANDARD /       RCA-       Standards and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.         STANDARD /       RCA-       Stades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical so the specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.         STANDARD /       RCA-       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST]         StanDARD /       RCA-	CONCEPT /		
STANDARD / CONCEPT / SKIL       RCA- ST.6-8.1.       Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)         STANDARD / CONCEPT / SKIL       RCA- ST.6-8.2.       Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior science and Career and Technical         FOCUS / CONCEPT / SKIL       RCA- ST.6-8.2.       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STANDARD / CONCEPT / STRAND       RCA- ST.6-8.4.       Determine the meaning of general academic vocabulary as well as symbols, notation, 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.         FOCUS / COURSE       RCA- ST.6-8.4.       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical ontext relevant to grades 6–8 texts and topics.         FOCUS / COURSE       RCA- ST.6-8.4.       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical StanDADATO / STANDARD / S			
CONCEPT/ SKILL       ST.6-8.1. appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)         STANDARD / SKILL       RCA- ST.6-8.2.       Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior         FOCUS / COURSE       RCA- ST.6-8.3.       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STANDARD / COURSE       RCA- ST.6-8.4.       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STANDARD / STANDARD / SKILL       RCA- ST.6-8.4.       Determine the meaning of general academic vocabulary as well as symbols, notation, 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.         FOCUS / COURSE       RCA- ST.6-8.4.       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STANDARD / COURSE       RCA- ST.6-8.       Grades 6–8 Reading standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST]         STANDARD / COURSE       RCA- ST.6-8.       Grades 6–8 Reading and Level of Text Complexity         STANDARD / CONCEPT / SKILL       RCA- ST.6- ST.6- ST.6- ST.6-       Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	STRAND		Key Ideas and Details
CONCEPT/ SKILL       ST.6-8.2.       knowledge or opinions.         FOCUS / COURSE       RCA- ST.6-8.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STRAND       Craft and Structure         STANDARD / CONCEPT / SKILL       RCA- ST.6-8.4.       Determine the meaning of general academic vocabulary as well as symbols, notation, 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.         FOCUS / COURSE       RCA- ST.6-8.       Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STANDARD / COURSE       RCA- ST.6-8.       Grades 6-8 Reading and Level of Text Complexity         STANDARD / CONCEPT / SKILL       RCA- SI.6-8.       Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.         STANDARD / COURSE       RCA- SI.0.       Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT /		
COURSE       ST.6-8.       Subjects [RCA-ST]         STRAND       Craft and Structure         STANDARD / CONCEPT / SKILL       RCA- ST.6-8.4.       Determine the meaning of general academic vocabulary as well as symbols, notation, 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.         FOCUS / COURSE       RCA- ST.6-8.       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STANDARD / CONCEPT / SKILL       RCA- ST.6-8.       Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.         STANDARD / CONCEPT / SKILL       RCA- ST.6-8.       Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT /		
STANDARD / CONCEPT / SKILL       RCA- ST.6-8.4.       Determine the meaning of general academic vocabulary as well as symbols, notation, 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.         FOCUS / COURSE       RCA- ST.6-8.       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST]         STRAND       Image of Reading and Level of Text Complexity         STANDARD / CONCEPT / SKILL       RCA- ST.6- 8.10.         Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.         FOCUS / SKILL       WCA.6-8.       Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			
CONCEPT/ SKILL       ST.6-8.4.       specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.         FOCUS / COURSE       RCA- ST.6-8.       Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         STRAND       Range of Reading and Level of Text Complexity         STANDARD / CONCEPT / SKILL       RCA- 8.10.         Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.         FOCUS / COURSE       WCA.6-8.         Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	STRAND		Craft and Structure
COURSE       ST.6-8.       Subjects [RCA-ST]         STRAND       Range of Reading and Level of Text Complexity         STANDARD / CONCEPT / SKILL       RCA- 8.10.       Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.         FOCUS / COURSE       WCA.6-8.       Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT /		specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts
STANDARD / CONCEPT / ST.6- SKILL       RCA- Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.         SKILL       8.10.         FOCUS / COURSE       WCA.6-8.         Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			
CONCEPT /       ST.6-       grade/course.         SKILL       8.10.         FOCUS /       WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	STRAND		Range of Reading and Level of Text Complexity
COURSE	CONCEPT /	ST.6-	
STRAND Text Types and Purposes		WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
	STRAND		Text Types and Purposes

ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.

FOCUS / COURSE	8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

INDICATOR W.7.1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE

W.7.

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing

STANDARD /	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
CONCEPT /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SKILL		

FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

FOCUS /	L.7.	Grade 7 Language Standards [L]
COURSE		

COUNCE		
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred context or in a dictionary).	
		UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD /W.PK-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-<br/>CONCEPT /12.3.structured sequences.SKILL

FOCUS /	W PK-12	College and Career Readiness Anchor Standards for Writing
COURSE	W.F K-12.	Conege and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD /	L.PK-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
CONCEPT /	12.6.	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
SKILL		gathering vocabulary knowledge.

FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

FOCUS /	RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
COURSE	8.

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

FOCUS / COURSE	RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.		
STRAND		Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.	

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT /	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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

FOCUS /	RCA-	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
COURSE	ST.6-8.	Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity

SKILL

and topics.

STANDARD /	RCA-	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the
CONCEPT /	ST.6-	grade/course.
SKILL	8.10.	

FOCUS /	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
COURSE		

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD /	WCA.6-	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence )

CONCEPT / 8.9. Reading Standard 1 for more on the use of textual evidence.)

SKILL

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FOCUS /
COURSE
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COUNCE		
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

SKILL

## FOCUS / COURSE

W.7.

Grade 7 Writing Standards [W]

COURSE		
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD /	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and
CONCEPT /		cite sources as well as to interact and collaborate with others.
SKILL		

#### FOCUS / W.7. Grade 7 Writing Standards [W] COURSE

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## FOCUS / COURSE SL.7. Grade 7 Speaking and Listening Standards [SL] STRAND Comprehension and Collaboration

STANDARD /	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
CONCEPT /		orally) and explain how the ideas clarify a topic, text, or issue under study.
SKILL		

#### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

#### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

#### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

 

 STRAND
 Knowledge of Language

 STANDARD / CONCEPT / SKILL
 L.7.3.
 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONCEPT /	12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD / CONCEPT / SKILL FOCUS /	12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT /	12.3. <b>L.PK-12.</b> L.PK-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	12.3. L.PK-12. L.PK- 12.4. L.PK- 12.6.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  College and Career Readiness Anchor Standards for Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	12.3. L.PK-12. L.PK- 12.4. L.PK- 12.6. RCA-H.6-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

STANDARD /	RCA-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the
CONCEPT /	H.6-8.2.	source distinct from prior knowledge or opinions.
SKILL		

FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]				
STRAND		Craft and Structure				
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.				
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.				
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]				
STRAND		Range of Reading and Level of Text Complexity				
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.				
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]				
STRAND		Key Ideas and Details				
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)				
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.				
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]				
STRAND		Craft and Structure				
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.				
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.				
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]				
STRAND		Range of Reading and Level of Text Complexity				

STANDARD /	RCA-	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the
CONCEPT /	ST.6-	grade/course.
SKILL	8.10.	

FOCUS /	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
COURSE		

STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.			
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).			
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Text Types and Purposes			
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.			
INDICATOR	WCA.6- 8.2.a.	ntroduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and nformation into broader categories as appropriate to achieving purpose; include text features (e.g., headings), yraphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).			
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Production and Distribution of Writing			
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.			
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained 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.

STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.					
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)					
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]					
STRAND		Range of Writing					
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.					
FOCUS / COURSE	SLCA.6-8	B. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]					
STRAND		Comprehension and Collaboration					
ST ANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.					
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)					
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.					
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]					
STRAND		Comprehension and Collaboration					
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.					
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]					
STRAND		Key Ideas and Details					
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)					
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.					
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).					

FOCUS /
COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas

STANDARD /	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by
CONCEPT /		emphasizing different evidence or advancing different interpretations of facts.
SKILL		

FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]	
STRAND		Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.	

FOCUS / COURSE	W.7.	Grade 7 Writing	Standards [W]

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

INDICATOR W.7.1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

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FOCUS /
COURSE
                  W.7.
                            Grade 7 Writing Standards [W]
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STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

FOCUS /	W.7.	Grade 7 Writing Standards [W]
COURSE		

COUNCE		
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, 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.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas

STANDARD /R.PK-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare theCONCEPT /12.9.approaches the authors take.SKILL

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
COURSE		Subjects [RCA-ST]
COURSE STRAND STANDARD / CONCEPT /	<b>ST.6-8</b> . RCA-	Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as
COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	ST.6-8. RCA- ST.6-8.1. RCA-	Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)         Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	<b>ST.6-8.</b> RCA- ST.6-8.1. RCA- ST.6-8.2.	Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)         Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.         Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	<b>ST.6-8.</b> RCA- ST.6-8.1. RCA- ST.6-8.2.	Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)         Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.         Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST]
COURSE ST RAND ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / COURSE ST RAND STANDARD / CONCEPT /	ST.6-8. RCA- ST.6-8.1. RCA- ST.6-8.2. RCA- RCA-	Subjects [RCA-ST]         Key Ideas and Details         Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)         Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.         Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]         Craft and Structure         Determine the meaning of general academic vocabulary as well as symbols, notation, 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

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained 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.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6-8	8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]			
STRAND		Craft and Structure			
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.			
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]			
STRAND		Integration of Knowledge and Ideas			
STANDARD / CONCEPT / SKILL	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.			
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.			
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.			
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).			
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]			
STRAND		Text Types and Purposes			
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			

N.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.	
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).	
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Research to Build and Present Knowledge	
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, 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.	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.	
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitativel orally) and explain how the ideas clarify a topic, text, or issue under study.	
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
INDICATOR		Sentence Structure, Variety, and Meaning	
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.	
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).	
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.	
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	

FOCUS / COURSE

STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.	
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140	
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017	
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading	
STRAND		Key Ideas and Details	
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading	
STRAND		Craft and Structure	
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.	
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading	
STRAND		Integration of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	

STANDARD /R.PK-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare theCONCEPT /12.9.approaches the authors take.SKILLSKILLSKILL

FOCUS / COURSE	R.PK-12.	12. College and Career Readiness Anchor Standards for Reading		
STRAND		Range of Reading and Level of Text Complexity		
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.		
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing		
STRAND		Text Types and Purposes		
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.		
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.		
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing		
STRAND		Research to Build and Present Knowledge		
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.		
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing		

STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.	
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.	
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]	
STRAND		Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)	

STANDARD /	RCA-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the
CONCEPT /	H.6-8.2.	source distinct from prior knowledge or opinions.
SKILL		

FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]		
STRAND		Craft and Structure		
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.		
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]		
STRAND		Range of Reading and Level of Text Complexity		
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.		
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]		
STRAND		Key Ideas and Details		
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)		
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.		
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]		
STRAND		Craft and Structure		
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.		
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.		
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]		
STRAND		Range of Reading and Level of Text Complexity		

STANDARD /	RCA-	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the
CONCEPT /	ST.6-	grade/course.
SKILL	8.10.	

FOCUS /	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
COURSE		

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge

STANDARD /	WCA.6-	Conduct short as well as more sustained research projects to answer a question (including a self-generated
CONCEPT /	8.7.	question), drawing on several sources and generating additional related, focused questions that allow for multiple
SKILL		avenues of exploration.

STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
STRAND STANDARD / CONCEPT / SKILL	W.7.2.	Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / CONCEPT /	<b>W.7.2.</b> W.7.2.a.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and
ST ANDARD / CONCEPT / SKILL		Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text
ST ANDARD / CONCEPT / SKILL	W.7.2.a.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
ST ANDARD / CONCEPT / SKILL INDICATOR	W.7.2.a. W.7.2.b.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR	W.7.2.a. W.7.2.b. W.7.2.d.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR INDICATOR FOCUS /	W.7.2.a. W.7.2.b. W.7.2.d. W.7.2.e.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
ST ANDARD / CONCEPT / SKILLINDICATORINDICATORINDICATORINDICATORINDICATORFOCUS / COURSE	W.7.2.a. W.7.2.b. W.7.2.d. W.7.2.e.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).         Grade 7 Writing Standards [W]
ST ANDARD / CONCEPT / SKILLINDICATORINDICATORINDICATORINDICATORINDICATORSTRANDSTANDARD / CONCEPT /	W.7.2.a. W.7.2.b. W.7.2.d. W.7.2.e. W.7.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.         Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.         Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.         Use precise language and domain-specific vocabulary to inform about or explain the topic.         Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).         Grade 7 Writing Standards [W]         Production and Distribution of Writing         Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		UNIT 7: INVENTIVE WRITING Week 13 Page 141-148
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT /	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SKILL

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, 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.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]

STRAND

Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, 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.

## FOCUS / COURSE

FOCUS /

L.7.

W.7.

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / SL.7. Grade 7 Speaking and Listening Standards [SL] COURSE

STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.

INDICATOR SL.7.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

FOCUS /	L.7.	Grade 7 Language Standards [L]
COURSE		

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships

EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships
		among ideas, or alter the meaning of a sentence or paragraph.

 

 COURSE
 Conventions of Standard English

 ST RAND
 Conventions of Standard English

 ST ANDARD / CONCEPT / SKILL
 L.7.2.
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 INDICATOR
 L.7.2.b.
 Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

Grade 7 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
		UNIT 7: INVENTIVE WRITING Week 14 Page 149-154
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017
OCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
OCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.PK-12. College and Career Readiness Anchor Standards for Writing

FOCUS / COURSE

STRAND		Range of Writing		
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.		
FOCUS / COURSE	SL.PK- 12.	ollege and Career Readiness Anchor Standards for Speaking and Listening		
STRAND		Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language		
STRAND		Conventions of Standard English		
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STRAND		Text Types and Purposes		
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.		

INDICATOR WCA.6- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). 8.1.d.

## FOCUS / WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

COURSE

STRAND		Fext Types and Purposes	
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	

INDICATOR	WCA.6- 8.2.d.	Jse precise language and domain-specific vocabulary to inform about or explain the topic.		
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).		
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.		
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STRAND		search to Build and Present Knowledge		
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	hen conducting research, gather relevant information from multiple print and digital sources, using search terms fectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of hers while avoiding plagiarism and following a standard format for citation.		
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]		
STRAND		Range of Writing		
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.		
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]		
STRAND		Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)		
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]		

STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.	
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Text Types and Purposes	
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
INDICATOR	W.7.2.e.	stablish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.7.5.	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.	
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).	
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	

STANDARD /	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and
CONCEPT /		cite sources as well as to interact and collaborate with others.
SKILL		

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, 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.

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

	CUS / URSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
ST	RAND		Comprehension and Collaboration
	ANDARD / NCEPT / ILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

FOCUS /	L.7.	Grade 7 Language Standards [L]
COURSE		

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

FOCUS /	L.7.
COURSE	

Grade 7 Language Standards [L]

STRAND	Conventions of Standard English
ST ANDARD / L. CONCEPT / SKILL	 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.7.2.b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD /	L.PK-	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONCEPT /	12.2.	
SKILL		

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### FOCUS / WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] COURSE

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
	WCA 6-	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing)

INDICATOR WCA.6- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). 8.1.d.

### FOCUS / WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

COURSE

SKILL

STRAND Text Types and Purposes WCA.6-STANDARD / Write informative/explanatory texts, including the narration of historical events, scientific procedures/ CONCEPT / 8.2. experiments, or technical processes. SKILL INDICATOR WCA.6-Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). 8.2.e. FOCUS / WCA.6-8. Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA] COURSE STRAND **Production and Distribution of Writing** STANDARD / WCA.6-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, CONCEPT / 8.4. purpose, and audience. SKILL STANDARD / WCA.6- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing CONCEPT / 8.5. on how well purpose and audience have been addressed.

STANDARD /	WCA.6-	Use technology, including current web-based communication platforms, to produce and publish writing and present
CONCEPT /	8.6.	the relationships between information and ideas clearly and efficiently.
SKILL		

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.7.3.	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.7.5.	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
STANDARD / CONCEPT / SKILL	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]

COURSE

STRAND		Integration of Knowledge and Ideas
STRAND		Integration of Knowedge and ideas
STANDARD / CONCEPT / SKILL	RL.7.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
INDICATOR	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONCEPT /	W.7.10. SL.7.	
STANDARD / CONCEPT / SKILL FOCUS /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONCEPT / SKILL FOCUS / COURSE		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Grade 7 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT /	SL.7.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL FOCUS /	<b>SL.7.</b> SL.7.2.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	<b>SL.7.</b> SL.7.2.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Grade 7 Language Standards [L]
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	SL.7. SL.7.2. L.7.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Grade 7 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by

EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STRAND STANDARD / CONCEPT / SKILL	L.7.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
STANDARD / CONCEPT /	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
ST ANDARD / CONCEPT / SKILL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
ST ANDARD / CONCEPT / SKILL	L.7.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade         7 reading and content, choosing flexibly from a range of strategies.         Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
ST ANDARD / CONCEPT / SKILL	L.7.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.         Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         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).
ST ANDARD / CONCEPT / SKILL	L.7.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade         7 reading and content, choosing flexibly from a range of strategies.         Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         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).         UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180         Massachusetts Curriculum Frameworks         Language Arts
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR	L.7.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade         7 reading and content, choosing flexibly from a range of strategies.         Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         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).         UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180         Massachusetts Curriculum Frameworks         Language Arts         Grade 7 - Adopted: 2017
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR	L.7.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade         7 reading and content, choosing flexibly from a range of strategies.         Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         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).         UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180         Massachusetts Curriculum Frameworks         Language Arts         Grade 7 - Adopted: 2017         College and Career Readiness Anchor Standards for Reading
ST ANDARD / CONCEPT / SKILL         INDICATOR         INDICATOR         INDICATOR         STRAND         STANDARD / CONCEPT /	L.7.4.a. L.7.4.d. <b>R.PK-12.</b> R.PK-12.2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade         7 reading and content, choosing flexibly from a range of strategies.         Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).         UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180         Massachusetts Curriculum Frameworks         Language Arts         Grade 7 - Adopted: 2017         College and Career Readiness Anchor Standards for Reading         Key Ideas and Details         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

STRAND

Craft and Structure

STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
	W.PK-12.	College and Career Readiness Anchor Standards for Writing Text Types and Purposes
COURSE	<b>W.PK-12.</b> W.PK- 12.2.	
COURSE STRAND STANDARD / CONCEPT /	W.PK-	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	W.PK- 12.2. W.PK- 12.3.	Text Types and Purposes         Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.         Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	W.PK- 12.2. W.PK- 12.3.	Text Types and Purposes         Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.         Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	W.PK- 12.2. W.PK- 12.3.	Text Types and Purposes         Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.         Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.         College and Career Readiness Anchor Standards for Writing
COURSE ST RAND ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / COURSE ST RAND STANDARD / CONCEPT /	W.PK- 12.2. W.PK- 12.3. <b>W.PK-12.</b>	Text Types and Purposes         Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.         Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.         College and Career Readiness Anchor Standards for Writing         Production and Distribution of Writing         Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.6-8.7.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
		Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing)

INDICATOR WCA.6- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). 8.1.d.

# FOCUS / WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] COURSE

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aidding comprehension.

INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained 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.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6-8	. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration

CONCEPT / 8.1. wi	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

INDICATOR W.7.5.b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD /SL.7.2.Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,<br/>orally) and explain how the ideas clarify a topic, text, or issue under study.SKILL

### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

#### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Massachusetts Curriculum Frameworks

Language Arts

Grade 7 - Adopted: 2017

		Grade 7 - Adopted, 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD /W.PK-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-<br/>CONCEPT /12.3.structured sequences.SKILL

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Key Ideas and Details
COURSE		
COURSE STRAND STANDARD / CONCEPT /	8. RCA-	Key Ideas and Details         Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	8. RCA- H.6-8.1. RCA- H.6-8.2.	Key Ideas and Details         Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)         Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	8. RCA- H.6-8.1. RCA- H.6-8.2.	Key Ideas and Details         Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)         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.
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	8. RCA- H.6-8.1. RCA- H.6-8.2.	Key Ideas and Details         Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)         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.         Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
COURSE ST RAND ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / ST RAND ST RAND	8. RCA- H.6-8.1. RCA- H.6-8.2. RCA-H.6- 8.	Key Ideas and Details         Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)         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.         Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]         Craft and Structure         Determine the meaning of general academic and domain-specific words and phrases as they are used in a text,

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.
FOCUS / COURSE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		

ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained 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.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing

STANDARD /	WCA.6-	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or
CONCEPT /	8.10.	a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SKILL		

FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
	RI.7.	Grade 7 Reading Standards for Informational Text [RI] Craft and Structure
COURSE	<b>RI.7.</b> RI.7.4.	
COURSE STRAND STANDARD / CONCEPT /		Craft and Structure 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. (See grade 7 Language
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.7.4.	Craft and Structure 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g.,
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	RI.7.4. RI.7.5.	Craft and Structure 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	RI.7.4. RI.7.5.	Craft and Structure         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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)         Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.         Grade 7 Reading Standards for Informational Text [RI]
COURSE ST RAND ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / COURSE ST RAND STANDARD / CONCEPT /	RI.7.4. RI.7.5. <b>RI.7.</b>	Craft and Structure         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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)         Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.         Grade 7 Reading Standards for Informational Text [RI]         Integration of Knowledge and Ideas         Analyze how two or more authors writing about the same topic shape their presentations of key information by

STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STRAND STANDARD / CONCEPT / SKILL	W.7.10.	Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONCEPT /	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STANDARD / CONCEPT / SKILL FOCUS /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONCEPT / SKILL FOCUS / COURSE		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. Grade 7 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT /	SL.7.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.         Grade 7 Speaking and Listening Standards [SL]         Comprehension and Collaboration         Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL FOCUS /	<b>SL.7.</b> SL.7.2.	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.         Grade 7 Speaking and Listening Standards [SL]         Comprehension and Collaboration         Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	<b>SL.7.</b> SL.7.2.	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. Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Grade 7 Language Standards [L]
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND ST RAND ST ANDARD / CONCEPT /	SL.7. SL.7.2.	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.         Grade 7 Speaking and Listening Standards [SL]         Comprehension and Collaboration         Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.         Grade 7 Language Standards [L]         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
STANDARD / CONCEPT / SKILL FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL ST RAND ST RAND ST RAND ST ANDARD / CONCEPT / SKILL	SL.7. SL.7.2.	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.         Grade 7 Speaking and Listening Standards [SL]         Comprehension and Collaboration         Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.         Grade 7 Language Standards [L]         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 on strengthening writing and presentations by applying knowledge of conventions.)

EXPECTATION L.7.1.d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.7.2.b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

FOCUS / L.7. Grade 7 Language Standards [L] COURSE STRAND Vocabulary Acquisition and Use STANDARD / L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word CONCEPT / meanings. SKILL INDICATOR L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

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Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017

FOCUS /
COURSE

CTDAND		Kauldana and Dataila
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

FOCUS /
COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	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.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.3.	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).
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.3.	Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
COURSE		Subjects [RCA-ST]         Craft and Structure         Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-
COURSE ST RAND STANDARD / CONCEPT /	<b>ST.6-8</b> . RCA-	Subjects [RCA-ST]         Craft and Structure         Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.         Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and
COURSE STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	ST.6-8. RCA- ST.6-8.4. RCA-	Subjects [RCA-ST]         Craft and Structure         Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.         Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and

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STANDARD /	RCA-	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the
CONCEPT /	ST.6-	grade/course.
SKILL	8.10.	

FOCUS /	
COURSE	

WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.a.	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections.
INDICATOR	WCA.6- 8.1.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	WCA.6- 8.1.c.	Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.

INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained 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.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing

STANDARD /	WCA.6-	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or
CONCEPT /	8.10.	a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SKILL		

FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
	RI.7.	Grade 7 Reading Standards for Informational Text [RI] Craft and Structure
COURSE	<b>RI.7.</b> RI.7.4.	
COURSE STRAND STANDARD / CONCEPT /		Craft and Structure 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. (See grade 7 Language
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.7.4.	Craft and Structure 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g.,
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	RI.7.4. RI.7.5.	Craft and Structure 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
COURSE ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	RI.7.4. RI.7.5.	Craft and Structure         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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)         Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.         Grade 7 Reading Standards for Informational Text [RI]
COURSE ST RAND ST RAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / COURSE ST RAND STANDARD / CONCEPT /	RI.7.4. RI.7.5. <b>RI.7.</b>	Craft and Structure         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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)         Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.         Grade 7 Reading Standards for Informational Text [RI]         Integration of Knowledge and Ideas         Analyze how two or more authors writing about the same topic shape their presentations of key information by

STANDARD /	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and
CONCEPT /		perspectives and exhibiting complexity appropriate for at least grade 7.
SKILL		

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.a.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
INDICATOR	W.7.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
INDICATOR	W.7.1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.7.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.5.	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.

INDICATOR W.7.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, 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.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

FOCUS /

L.7. Grade 7 Language Standards [L]

COURSE		
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226
		Massachusetts Curriculum Frameworks
		Language Art s Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD /R.PK-Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate toCONCEPT /12.5.each other and the whole.SKILLSKILLSKILL

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD /	L.PK-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
CONCEPT /	12.6.	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
SKILL		gathering vocabulary knowledge.

FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS /	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

COURSE

 

 STRAND
 Text Types and Purposes

 STANDARD / CONCEPT / SKILL
 WCA.6-8.2.
 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained 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.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR W.7.2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

FOCUS / W.7. Grade 7 Writing Standards [W] COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

FOCUS / W.7. Grade 7 Writing Standards [W] COURSE

COOKSE		
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

EXPECTATION L.7.1.d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND	Conventions of Standard English
STANDARD / L.7.2. CONCEPT / SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.7.2.b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

## FOCUS / L.7. Grade 7 Language Standards [L]

COURSE

STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND	Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	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	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 227-234
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	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.
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

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FOCUS /
COURSE
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RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD /	RCA-	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior
CONCEPT /	ST.6-8.2.	knowledge or opinions.
SKILL		

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT /	RCA- ST.6-	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

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FOCUS / WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
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COURSE

SKILL

8.10.

STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained 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.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing

STANDARD /	WCA.6-	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or
CONCEPT /	8.10.	a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SKILL		

FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

## FOCUS / COURSE

STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.	
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.7.5.	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.	
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).	
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).	
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]	
STRAND		Production and Distribution of Writing	

STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.			
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]			
STRAND		Research to Build and Present Knowledge			
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.			
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]			
STRAND		Range of Writing			
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]			
STRAND		Comprehension and Collaboration			
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.			
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]			
STRAND		Conventions of Standard English			
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)			
INDICATOR		Sentence Structure, Variety, and Meaning			
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.			
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).			
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.			

FOCUS / COURSE L.7. Grade 7 Language Standards [L]

COURSE					
STRAND		Conventions of Standard English			
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).			
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]			
STRAND		Knowledge of Language			
ST ANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.			
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]			
STRAND		Vocabulary Acquisition and Use			
STANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad 7 reading and content, choosing flexibly from a range of strategies.			
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258			
		Massachusetts Curriculum Frameworks			
		Language Arts Grade 7 - Adopted: 2017			
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading			
STRAND		Key Ideas and Details			
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading			
STRAND		Craft and Structure			
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			

STANDARD /R.PK-Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate toCONCEPT /12.5.each other and the whole.SKILLSKILLSKILL

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.	
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing	
STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.	
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	

STANDARD /	L.PK-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
CONCEPT /	12.6.	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
SKILL		gathering vocabulary knowledge.

FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]			
STRAND		Key Ideas and Details			
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)			
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the ource distinct from prior knowledge or opinions.			
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]			
STRAND		Craft and Structure			
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.			
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.			
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]			
STRAND		Key Ideas and Details			
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)			
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.			
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]			
STRAND		Craft and Structure			

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.			
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	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.			
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.			
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.			
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).			
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]			
STRAND		Text Types and Purposes			
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.			
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.			

INDICATOR WCA.6- Provide a concluding statement or section that follows from and supports the information or explanation presented. 8.2.f.

FOCUS /	WCA.6-8.	Grades 6	-8 Writing	Standards	for	Literacy	in the	Content	Areas	[WCA]
COURSE										

STRAND Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STRAND		Research to Build and Present Knowledge	
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained 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.	
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)	
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.	
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)	
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]	
STRAND		Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)	

STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.			
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			
FOCUS / COURSE	RI.7.	rade 7 Reading Standards for Informational Text [RI]			
STRAND		Craft and Structure			
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
STANDARD / CONCEPT / SKILL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.			
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]			
STRAND		Range of Reading and Level of Text Complexity			
STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.			
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]			
STRAND		Text Types and Purposes			
ST ANDARD / CONCEPT / SKILL	W.7.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.			
INDICATOR	W.7.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).			
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]			
STRAND		Text Types and Purposes			
STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing)			

INDICATOR W.7.2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

FOCUS / W.7. Grade 7 Writing Standards [W] COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

FOCUS / W.7. Grade 7 Writing Standards [W] COURSE

COOKSE		
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

EXPECTATION L.7.1.d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND	Conventions of Standard English
STANDARD / L.7.2. CONCEPT / SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.7.2.b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

## FOCUS / L.7. Grade 7 Language Standards [L]

COURSE

STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

### FOCUS / L.7. Grade 7 Language Standards [L] COURSE

STRAND	Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	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.

COURSE       For indicating the second problem in the second problem i	INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Massachusetts Curriculum Praneworks Language Arts Grade 7 - Adoptet 2017           Grade 7 - Adoptet 2017           Grade 7 - Adoptet 2017           Grade 7 - Adoptet 2017           STANDARD / STANDARD / RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- RPK- CONCEPT / STANDARD / RPK- CONCEPT / STANDARD / RPK- RPK- CONCEPT / STANDARD / RPK- RPK- CONCEPT / STANDARD / RPK- CONCEPT / STANDARD / RPK- RPK- CONCEPT / STANDARD / RPK- CONCEPT / STANDARD / RPK- CONCEPT / STANDARD / RPK- STANDARD / RPK- STANDARD / RPK- STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / RPK- STANDARD / STANDARD / STA	INDICATOR	L.7.4.d.	
Linguage Arra Crade 7 - Adopted: 2017         ECGUSS:       RFX-12       Cilce and Career Readiness Anchor Standards for Reading         STRAND       No       Key Ideas and Details         STRANDARD/ CONCEPT /       RPX.       Read closely to determine what a text states explicitly and to make logical inferences form it, cite specific textual evidence when withing or speaking to support conclusions drawn from a text.         STANDARD/ CONCEPT // SKILL       RPX.       Read closely to determine what a text states explicitly and to make logical inferences form it, cite specific textual analyze their development, summarize the key supporting details of mine certral ideas or themes of a text and analyze their development, summarize the key supporting details of mine certral ideas.         STANDARD/ CONCEPT // SKILL       RPX.       Delemine certral ideas or themes of a text and analyze their development, summarize the key supporting details of a development development and interact over the course of a text concept // 20.         STANDARD // SKILL       RPX.       Analyze how and why individuals, events, and ideas develop and interact over the course of a text concept // 20.         STANDARD // SKILL       RPX.       Carl and Structure         STANDARD // SKILL       RPX.       Analyze how and why individuals, events, anchor Standards for Reading         STANDARD // SKILL       RPX.       Carl and Structure         STANDARD // SKILL       RPX.       Carl and structure of strx, including how specific sentences, paragraphs, and larger pontons of a text re			UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258
StranDARD       RPK-12       College and Career Readiness Anchor Standards for Reading         STANDARD       RPK       Read-closely in determine what a text states explicitly and to make logical inferences from it, cite specific textual of viderce when witting of speaking to support conclusions drawn from a text.         STANDARD/ SKL       RPK       Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and foreas.         STANDARD/ SKL       RPK       Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and foreas.         STANDARD/ SKL       RPK       Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and foreas.         STANDARD/ SKL       RPK       Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and foreas.         STANDARD/ SKL       RPK       Determine central ideas or themes of a text and analyze their develop and interact over the course of a text.         STANDARD/ SKL       RPK       College and Career Readiness Anchor Standards for Reading         STANDARD/ SKL       RPK       Analyze the structure of fexts, including how specific sentences, paragraphs, and larger portions of a text malaes to each there in the two or purpose strapes the content and syle of a text.         STANDARD/ SKL       RPK       College and Career Readiness Anchor Standards for Reading         STANDARD/ SKL       RPK </td <td></td> <td></td> <td></td>			
STRAND       Key ideas and Details         STANDARD /       RPK-         CONCEPT /       12.3.         STANDARD /       RPK-         STANDARD /       RPK- <t< td=""><td></td><td></td><td></td></t<>			
STANDARD / CONCEPT / SKIL         RPK- L2.         Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual concept / SKIL           STANDARD / SKIL         RPK- L2.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.           STANDARD / SKIL         RPK- L2.         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.           STANDARD / SKIL         RPK- L2.         Analyze how and why individuals, events, and ideas develop and interact over the course of a text.           STANDARD / CONCEPT / SKIL         RPK- L2.         Careft and Structure           STANDARD / CONCEPT / SKIL         RPK- L2.         Careft and Structure           STANDARD / CONCEPT / SKIL         RPK- L2.         Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.           STANDARD / SKIL         RPK- L2.         Assess how point of view or purpose shapes the content and syle of a text.           STANDARD / SKIL         RPK- L2.         College and Career Readiness Anchor Standards for Reading           STANDARD / SKIL         RPK- L2.         Integration of Knowledge and Ideas           STANDARD / SKIL         RPK- L2.         Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. </td <td>FOCUS / COURSE</td> <td>R.PK-12.</td> <td>College and Career Readiness Anchor Standards for Reading</td>	FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
CONCEPT/ SKILL       12.1.       evidence when writing or speaking to support conclusions drawn from a text.         STANDARD/ CONCEPT/       R.PK- 12.2.       Determine central ideas or themes of a text and analyze their development; summarize the key supporting details or ideas.         STANDARD/ CONCEPT/ SKILL       R.PK- 12.3.       Analyze how and why individuals, events, and ideas develop and interact over the course of a text.         STANDARD/ CONCEPT/ SKILL       R.PK- 12.3.       College and Career Readiness Anchor Standards for Reading         STANDARD/ CONCEPT/ SKILL       R.PK- 12.5.       College and Career Readiness Anchor Standards for Reading         STANDARD/ CONCEPT/ SKILL       R.PK- 12.5.       Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to concept/ SKILL         STANDARD/ CONCEPT/ SKILL       R.PK- 12.5.       Assess how point of view or purpose shapes the content and style of a text.         STANDARD/ CONCEPT/ SKILL       R.PK- 12.5.       Integration of Knowledge and Ideas         STANDARD/ CONCEPT/ SKILL       R.PK- 12.5.       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well sin words.         STANDARD/ SKILL       R.PK- 12.5.       Analyze how tow or more texts address similar themes or topics in order to build knowledge or to compare the sprowaches the authors take.         SCONCEPT/ SKILL       R.PK- 12.5.       College and Career Readiness Anchor Standards for Read	STRAND		Key Ideas and Details
CONCEPT/ SKILL       12.2.       and ideas.         STANDARD / CONCEPT/ 12.3.       RPK-       Analyze how and why individuals, events, and ideas develop and interact over the course of a text.         SKILL       I.2.3.       Analyze how and why individuals, events, and ideas develop and interact over the course of a text.         SKILL       RPK-12.       College and Career Readiness Anchor Standards for Reading         STRAND       C       craft and Structure         STANDARD / CONCEPT/ 12.5.       RPK-       Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.         STANDARD / CONCEPT/ SKILL       RPK-       Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.         STANDARD / CONCEPT/ SKILL       RPK-       College and Career Readiness Anchor Standards for Reading         STANDARD / CONCEPT/ SKILL       RPK- to       College and Career Readiness Anchor Standards for Reading         STANDARD / CONCEPT/ SKILL       RPK- to       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.         STANDARD / CONCEPT/ SKILL       RPK- to       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	CONCEPT /		
CONCEPT/ SKIL       12.3.         FCCUSS/ COURSE       R.PK-12.         College and Career Readiness Anchor Standards for Reading         STRAND       o         STANDARD / CONCEPT/       R.PK.         STANDARD / CONCEPT/       Integration of Knowledge and Ideas         STANDARD / CONCEPT/       R.PK.         STANDARD / CONCEPT/       R.PK.         STANDARD / CONCEPT/       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.         STANDARD / CONCEPT/       R.PK.         STANDARD / CONCEPT/       R.PK.         Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         STANDARD / CONCEPT/       College and Career Readiness Anchor Standards for Reading <td>CONCEPT /</td> <td></td> <td></td>	CONCEPT /		
STRAND       Craft and Structure         STANDARD / CONCEPT / SKILL       R.PK- 12.5.       Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.         STANDARD / CONCEPT / SKILL       R.PK- 12.6.       Assess how point of view or purpose shapes the content and style of a text.         STOUS / CONCEPT / SKILL       R.PK-12.       College and Career Readiness Anchor Standards for Reading         STANDARD / CONCEPT / SKILL       R.PK-12.       Integration of Knowledge and Ideas         STANDARD / CONCEPT / SKILL       R.PK- 12.7.       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.         STANDARD / CONCEPT / SKILL       R.PK- 12.7.       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         STANDARD / CONCEPT / SKILL       R.PK- 12.9.       College and Career Readiness Anchor Standards for Reading	CONCEPT /		Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONCEPT / SKILL       R.PK- 12.5.       Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.         STANDARD / SKILL       R.PK- 12.6.       R.PK- 12.6.       Assess how point of view or purpose shapes the content and style of a text.         CONCEPT / SKILL       12.6.       Assess how point of view or purpose shapes the content and style of a text.         FOCUS / CONCEPT / SKILL       R.PK-12.       College and Career Readiness Anchor Standards for Reading         STANDARD / CONCEPT / SKILL       R.PK. 12.7.       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.         STANDARD / CONCEPT / SKILL       R.PK. 12.9.       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         FOCUS / SKILL       R.PK-12.       College and Career Readiness Anchor Standards for Reading	FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
CONCEPT/ SKILL       12.5.       each other and the whole.         STANDARD / CONCEPT/       R.PK.       Assess how point of view or purpose shapes the content and style of a text.         CONCEPT/       12.6.       Assess how point of view or purpose shapes the content and style of a text.         FCOUS / CONCEPT       R.PK-12.       College and Career Readiness Anchor Standards for Reading         STRAND       Integration of Knowledge and Ideas         STANDARD / CONCEPT/       R.PK- 12.7.       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.         STANDARD / CONCEPT/       R.PK- 12.9.       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         FCOUS / COURSE       R.PK-12.       College and Career Readiness Anchor Standards for Reading	STRAND		Craft and Structure
CONCEPT / SKILL       12.6.         FOCUS / COURSE       R.PK-12.         STRAND       Integration of Knowledge and Ideas         STANDARD / CONCEPT / SKILL       R.PK- 12.7.         STANDARD / CONCEPT / SKILL       R.PK- 12.9.         Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         FOCUS / SKILL       R.PK-12.         COLS / COURSE       R.PK-12.	CONCEPT /		
STRAND       Integration of Knowledge and Ideas         STANDARD / CONCEPT / SKILL       R.PK- 12.7.       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.         STANDARD / CONCEPT / SKILL       R.PK- 12.9.       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         FOCUS / COURSE       R.PK-12.       College and Career Readiness Anchor Standards for Reading	CONCEPT /		Assess how point of view or purpose shapes the content and style of a text.
STANDARD / CONCEPT / SKILL       R.PK- 12.7.       Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.         STANDARD / CONCEPT / SKILL       R.PK- 12.9.       Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         FOCUS / COURSE       R.PK-12.       College and Career Readiness Anchor Standards for Reading	FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
CONCEPT / SKILL       12.7. as in words.         STANDARD / CONCEPT / 12.9.       R.PK- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.         SKILL       R.PK-12.         COURSE       R.PK-12.	STRAND		Integration of Knowledge and Ideas
CONCEPT / 12.9. approaches the authors take. SKILL FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading	CONCEPT /		
COURSE	CONCEPT /		
STRAND Range of Reading and Level of Text Complexity	FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
	STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR WCA.6- Provide a concluding statement or section that follows from and supports the information or explanation presented. 8.2.f.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	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.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.

## FOCUS / SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] COURSE

STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SLCA.6- 8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
	0.	
STRAND	0.	Comprehension and Collaboration
STRAND STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.7.3.	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.7.5.	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
STANDARD / CONCEPT / SKILL	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.7.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
INDICATOR	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STRAND STANDARD / CONCEPT / SKILL	SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
ST ANDARD / CONCEPT /	<b>SL.7.1.</b> SL.7.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly
ST ANDARD / CONCEPT / SKILL		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 clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the
ST ANDARD / CONCEPT / SKILL	SL.7.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
ST ANDARD / CONCEPT / SKILL INDICATOR	SL.7.1.a. SL.7.1.b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.         Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR	SL.7.1.a. SL.7.1.b. SL.7.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.         Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
ST ANDARD / CONCEPT / SKILLINDICATORINDICATORINDICATORINDICATORFOCUS / COURSE	SL.7.1.a. SL.7.1.b. SL.7.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.         Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.         Grade 7 Speaking and Listening Standards [SL]
ST ANDARD / CONCEPT / SKILL         INDICATOR         INDICATOR         INDICATOR         INDICATOR         STRAND         STANDARD / CONCEPT /	SL.7.1.a. SL.7.1.b. SL.7.1.c. <b>SL.7.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.         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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.         Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.         Grade 7 Speaking and Listening Standards [SL]         Comprehension and Collaboration         Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,

ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD /	R.PK-	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONCEPT /	12.3.	
SKILL		

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing

STADARD / CONCEPT / SKIL         WPK 12.5.         Develop and stengthen witting as needed by planning, lewining, or tying a new approach.           STADARD / SKIL         WPK.         Use technology to produce and publish witing and to interact and collaborate with offers.           SCONCEPT / SKIL         WPK.12.         College and Career Readiness Anchor Standards for Writing           STADARD / SKIL         WPK.12.         College and Career Readiness Anchor Standards for Writing           STANDARD / SCONCEPT / SKIL         WPK.2.         College and Career Readiness Anchor Standards for Writing           STANDARD / SKIL         WPK.2.         College and Career Readiness Anchor Standards for Writing           STANDARD / SKIL         WPK.2.         College and Career Readiness Anchor Standards for Writing           STANDARD / SKIL         WPK.2.         College and Career Readiness Anchor Standards for Speaking and Listening sige sting or a day or wit by br a range oftskis, puposes, and auliences.           STANDARD / SKIL         SLPK - CONCEPT / SKIL         College and Career Readiness Anchor Standards for Speaking and Listening sige sting or a day or wit by br a range oftskis, puposes, and auliences.           STANDARD / SKINDARD / SKI	STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONCEPT/ SKIL       12.6.         COUS / COURS / SKIL       WPK-12. College and Carcer Readiness Anchor Standards for Writing         STANAD/ COURSE       WPK- 12.       Draw evidence from literary or informational texts is support analysis, interpretation, reflection, and research.         COURSE/ SKIL       WPK- 12.       Draw evidence from literary or informational texts is support analysis, interpretation, reflection, and research.         COURSE/ SKIL       WPK-12.       College and Carcer Readiness Anchor Standards for Writing         STANARD / COURSE/ SKIL       WPK-12.       College and Carcer Readiness Anchor Standards for Speaking and Listening         STANDARD / 20.0000000       WPK- 12.0.       Wite 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 tasks, purposes, and audiences.         SKIL       SLPK- 20.00000000       Comprehension and Collaboration         STANDARD / 20.00000000000000000000000000000000000	CONCEPT/		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
COURSE         STRAND       Image: Course of the search to Build and Present Knowledge         STANDARD / CONCEPT / 12.9.       WPK.       Draw evidence from literary or informational texts to support analysis. interpretation, reflection, and research.         COURSE       WPK-12. College and Career Readiness Anchor Standards for Writing         STANDARD / CONCEPT / 12.9.       WPK-12. College and Career Readiness Anchor Standards for Writing         STANDARD / CONCEPT / 12.9.       WPK- Vite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a conCePT / 12.9.         STANDARD / CONCEPT / 12.9.       WPK- Vite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a conCePT / 12.9.         STANDARD / CONCEPT / 12.9.       WPK- Vite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a conCePT / 12.9.         STANDARD / CONCEPT / 12.9.       WPK- Vite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a conCePT / 12.9.         STANDARD / CONCEPT / SKIL       SLPK- College and Career Readiness Anchor Standards for Speaking and Listening orally.         STANDARD / CONCEPT / SKIL       LPK-12.       College and Career Readiness Anchor Standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKIL       LPK- 12.       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CONCEPT /		Use technology to produce and publish writing and to interact and collaborate with others.
STANDARD / CONCEPT / SKILL       WPK- 229.       Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.         COURSE       WPK-12.       College and Career Readiness Anchor Standards for Writing         STANDARD / COURSE       WPK-12.       College and Career Readiness Anchor Standards for Writing         STANDARD / CONCEPT / SKILL       WPK- 12.0.       Write routinely over extended time frames (time for research, reflection, and revision) and shoner time frames (a CONCEPT / SKILL         FCCUS / COURSE       SLPK- 12.       College and Career Readiness Anchor Standards for Speaking and Listening         STANDARD / CONCEPT / SKILL       SLPK- 12.       College and Career Readiness Anchor Standards for Speaking and Listening         STANDARD / CONCEPT / SKILL       LPK-12.       College and Career Readiness Anchor Standards for Language         STANDARD / CONCEPT / SKILL       LPK-12.       College and Career Readiness Anchor Standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKILL       LPK-12.       College and Career Readiness Anchor Standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKILL       LPK-       Demonstrate command of the conventions of standard English capitalization, punchuation, and spelling when writing.         STANDARD / CONCEPT / SKILL       LPK-12.       College and Career Readiness Anchor Standard English capitalization, punchuation, and spelling when writing. <td></td> <td>W.PK-12.</td> <td>College and Career Readiness Anchor Standards for Writing</td>		W.PK-12.	College and Career Readiness Anchor Standards for Writing
CONCEPT/ SKIL       123.         FOCUS1 COURSE       W.FK-12. College and Career Readiness Anchor Standards for Writing         STRAND       Range of Writing         STANDARD / CONCEPT/ SKIL       W/Pk.         STANDARD / CONCEPT/ SKIL       W/Pk.         STANDARD / CONCEPT/ SKIL       W/Pk.         STANDARD / CONCEPT/ SKIL       SLPK-         College and Career Readiness Anchor Standards for Speaking and Listening         COURSE       SLPK-         STANDARD / COURSE       SLPK-         SLPK-       College and Career Readiness Anchor Standards for Speaking and Listening         STANDARD / CONCEPT/ SKIL       SLPK-         SLPK-       College and Career Readiness Anchor Standards for Language         FOCUS1       LPK-12.       College and Career Readiness Anchor Standards for Language         FOCUS1       LPK-12.       College and Career Readiness Anchor Standard English grammar and usage when writing or speaking.         CONCEPT/ SKIL       LPK.       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         CONCEPT/ SKIL       LPK.       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD / CONCEPT/ SKIL       LPK-12.       College and Career Readiness An	STRAND		Research to Build and Present Knowledge
COURSE       Range of Writing         STANDARD /       WPK-         STANDARD /       SLPK-         College and Career Readiness Anchor Standards for Speaking and Listening         STANDARD /       SLPK-         STANDARD /       SLPK-         STANDARD /       SLPK-         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         STANDARD /       LPK-12.         College and Career Readiness Anchor Standards for Language         STANDARD /       LPK-12.         College and Career Readiness Anchor Standards for Language         STANDARD /       LPK-12.         STANDARD /       LPK-12.         Conventions of Standard English         STANDARD /       LPK-         STANDARD /       LPK-         STANDARD /       LPK-         CONCEPT /       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         CONCEPT /       LPK-12.       Demonstrate command of the con	CONCEPT/		Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
STANDARD/ CONCEPT/ SKIL       W/Fk- 12.10.       Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single stiting or a day or two) for a range of tasks, purposes, and audiences.         FOCUS/ COURSE       SL-FK- 12.       College and Career Readiness Anchor Standards for Speaking and Listening         STAND       Comprehension and Collaboration         STANDARD/ CONCEPT/ SKILL       SL-FK- I2.2.       Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         FCOURSE       L-FK-12.       College and Career Readiness Anchor Standards for Language         STANDARD/ CONCEPT/ SKILL       L-FK-12.       College and Career Readiness Anchor Standards for Language         STANDARD/ CONCEPT/ SKILL       L-PK-12.       College and Career Readiness Anchor Standard English         STANDARD/ CONCEPT/ SKILL       L-PK-12.       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD/ CONCEPT/ SKILL       L-PK-       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD/ CONCEPT/ SKILL       L-PK-12.       College and Career Readiness Anchor Standard English capitalization, punctuation, and spelling when writing.         STANDARD/ CONCEPT/ SKILL       L-PK-12.       College and Career Readiness		W.PK-12.	College and Career Readiness Anchor Standards for Writing
CONCEPT/ SKILL       12.10.       single sitting or a day or two) for a range of tasks, purposes, and audiences.         FOCUS / COURSE       SL.PK-       College and Career Readiness Anchor Standards for Speaking and Listening         STRAND       Comprehension and Collaboration         STANDARD / CONCEPT / SKILL       SL.PK-       Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         FOCUS / CONCEPT / SKILL       LPK-12.       College and Career Readiness Anchor Standards for Language         STRAND       LPK-12.       Conventions of Standard English         STANDARD / CONCEPT / SKILL       LPK-       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKILL       LPK-       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD / CONCEPT / SKILL       LPK-12.       College and Career Readiness Anchor Standard English capitalization, punctuation, and spelling when writing.         STANDARD / CONCEPT / SKILL       LPK-12.       College and Career Readiness Anchor Standards for Language	STRAND		Range of Writing
COURSE       12.         STRAND       Comprehension and Collaboration         STRAND       SL.PK-         12.2.       Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         CONCEPT / SKILL       12.2.         FOCUS / COURSE       L.PK-12.       College and Career Readiness Anchor Standards for Language         STANDARD / CONCEPT / SKILL       L.PK-12.       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKILL       L.PK-       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKILL       L.PK-       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD / CONCEPT / SKILL       L.PK-       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD / CONCEPT / SKILL       L.PK-       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         FOCUS / CONS / COURSE       L.PK-12.       College and Career Readiness Anchor Standards for Language	CONCEPT /		
STANDARD / CONCEPT / SKILL       SL.PK- 12.2.       Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         FOCUS / COURSE       L.PK-12.       College and Career Readiness Anchor Standards for Language         STRAND       Conventions of Standard English         STANDARD / CONCEPT / SKILL       L.PK- 12.1.       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKILL       L.PK- 12.1.       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKILL       L.PK- 12.2.       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD / CONCEPT / SKILL       L.PK- 12.2.       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD / CONCEPT / SKILL       L.PK- 12.2.       College and Career Readiness Anchor Standards for Language			College and Career Readiness Anchor Standards for Speaking and Listening
CONCEPT / SKILL       12.2.       orally.         FOCUS / COURSE       L.PK-12.       College and Career Readiness Anchor Standards for Language         STRAND       Conventions of Standard English         STANDARD / CONCEPT / SKILL       L.PK-       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD / SKILL       L.PK-       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD / SKILL       L.PK-       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         FOCUS / COURSE       L.PK-12.       College and Career Readiness Anchor Standards for Language	STRAND		Comprehension and Collaboration
STRAND       Conventions of Standard English         STANDARD / CONCEPT / SKILL       L.PK- 12.1.       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKILL       L.PK- 12.2.       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD / CONCEPT / SKILL       L.PK- 12.2.       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         FOCUS / COURSE       L.PK-12.       College and Career Readiness Anchor Standards for Language	CONCEPT /		
STANDARD / CONCEPT / SKILL       L.PK- 12.1.       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD / CONCEPT / SKILL       L.PK- 12.2.       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         FOCUS / COURSE       L.PK-12.       College and Career Readiness Anchor Standards for Language		L.PK-12.	College and Career Readiness Anchor Standards for Language
CONCEPT / SKILL       12.1.         STANDARD / CONCEPT / SKILL       L.PK- 12.2.         Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         FOCUS / COURSE       L.PK-12.         College and Career Readiness Anchor Standards for Language	STRAND		Conventions of Standard English
CONCEPT / SKILL       12.2.         FOCUS / COURSE       L.PK-12. College and Career Readiness Anchor Standards for Language	CONCEPT /		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
COURSE	CONCEPT /		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND Knowledge of Language		L.PK-12.	College and Career Readiness Anchor Standards for Language
	STRAND		Knowledge of Language

STANDARD /	L.PK-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
CONCEPT /	12.3.	for meaning or style, and to comprehend more fully when reading or listening.
SKILL		

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

# FOCUS / WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] COURSE

STRAND		Text Types and Purposes						
ST ANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedu experiments, or technical processes.						
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.						
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.						
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.						
INDICATOR	WCA.6- 8.2.f.	rovide a concluding statement or section that follows from and supports the information or explanation presented.						
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]						
STRAND		Production and Distribution of Writing						
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	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.						
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.						
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]						

Range of Writing

STANDARD /	WCA.6-	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or					
CONCEPT /	8.10.	day or two) for a range of discipline-specific tasks, purposes, and audiences.					
SKILL							

FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]							
STRAND		Comprehension and Collaboration							
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	nalyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and valuate the motives (e.g., social, commercial, political) behind its presentation.							
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	ineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and iciency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of ence books on endangered animal species visits their class to talk about her research and writing, students write orts on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–							
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]							
STRAND		Key Ideas and Details							
STANDARD / CONCEPT / SKILL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)							
STANDARD / CONCEPT / SKILL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.							
STANDARD / CONCEPT / SKILL	RL.7.3.	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).							
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]							
STRAND		Craft and Structure							
STANDARD / CONCEPT / SKILL	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)							
STANDARD / CONCEPT / SKILL	RL.7.5.	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).							
STANDARD / CONCEPT / SKILL	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.							
FOCUS / COURSE	RL.7.	Grade 7 Reading Standards for Literature [RL]							
STRAND		Integration of Knowledge and Ideas							

STANDARD / CONCEPT / SKILL	RL.7.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.						
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]						
STRAND		Key Ideas and Details						
STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).						
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]						
STRAND		Text Types and Purposes						
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.						
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.						
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.						
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.						
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.						
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]						
STRAND		Text Types and Purposes						
STANDARD / CONCEPT / SKILL	W.7.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.						
INDICATOR	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.						
INDICATOR	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.						
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.						
INDICATOR	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.						
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.						
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]						

STRAND		Production and Distribution of Writing							
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)							
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]							
STRAND		Production and Distribution of Writing							
ST ANDARD / CONCEPT / SKILL	W.7.5.	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.							
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).							
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).							
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]							
STRAND		Production and Distribution of Writing							
STANDARD / CONCEPT / SKILL	W.7.6.	se technology, including current web-based communication platforms, to produce and publish writing and link to and te sources as well as to interact and collaborate with others.							
FOCUS / COURSE	W.7.	rade 7 Writing Standards [W]							
STRAND		Research to Build and Present Knowledge							
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.							
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]							
STRAND		Range of Writing							
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.							
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]							
STRAND		Comprehension and Collaboration							
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.							
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]							

STRAND		Conventions of Standard English							
ST ANDARD / CONCEPT / SKILL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)							
INDICATOR		Sentence Structure, Variety, and Meaning							
EXPECTATION	L.7.1.a.	Jse phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.							
EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).							
EXPECTATION	L.7.1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.							
FOCUS / COURSE	L.7.	Grade 7 Language Standards [L]							
STRAND		Conventions of Standard English							
ST ANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).							
FOCUS / COURSE	L.7.	rade 7 Language Standards [L]							
STRAND		ocabulary Acquisition and Use							
ST ANDARD / CONCEPT / SKILL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.							
INDICATOR	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.							
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning i context or in a dictionary).							
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273							
		Massachusetts Curriculum Frameworks Language Arts Grade 7 - Adopted: 2017							
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading							
STRAND		Craft and Structure							
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.							
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading							
STRAND		Integration of Knowledge and Ideas							

STANDARD /	R.PK-	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
CONCEPT /	12.7.	as in words.
SKILL		

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing						
STRAND		Text Types and Purposes						
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Vrite narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- tructured sequences.						
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing						
STRAND		Production and Distribution of Writing						
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing						
STRAND		Range of Writing						
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.						
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening						
STRAND		Comprehension and Collaboration						
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.						
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language						
STRAND		Vocabulary Acquisition and Use						
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.						
FOCUS / COURSE	RCA-H.6- 8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]						
STRAND		Craft and Structure						

STANDARD /RCA-Determine the meaning of general academic and domain-specific words and phrases as they are used in a text,CONCEPT /H.6-8.4.including vocabulary specific to domains related to history/social studies.SKILL

FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, 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.

# FOCUS / WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] COURSE

STRAND		Text Types and Purposes
STANDARD /	WCA.6-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/
CONCEPT / SKILL	8.2.	experiments, or technical processes.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	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.
FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

FOCUS /	RI.7.	Grade 7	' Reading	Standards	for Information	tional Tex	t [RI]
COURSE							

STRAND	Craft and Structure

STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.5.	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.
INDICATOR	W.7.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.7.	Grade 7 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.