

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 / 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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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.
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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
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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.)
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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.
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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.
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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.
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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.
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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.
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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.
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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.
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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.)
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.)
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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.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
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		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).

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**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-12.9.	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
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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.
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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
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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.)
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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.
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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
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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.
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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.
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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
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STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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

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)
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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
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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.
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FOCUS / COURSE **RI.7.** **Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RI.7.** **Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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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.
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FOCUS / COURSE **RI.7.** **Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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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.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Text Types and Purposes
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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.
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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
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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.)
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FOCUS / COURSE W.7. **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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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
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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.
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FOCUS / COURSE W.7. **Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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	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
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).

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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
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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
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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
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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.
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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.
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**FOCUS /
COURSE**

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

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS /
COURSE**

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

STRAND		Text Types and Purposes
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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.
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**FOCUS /
COURSE**

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

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS /
COURSE**

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

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**FOCUS /
COURSE**

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

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

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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
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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.
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FOCUS / COURSE **RL.7. Grade 7 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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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.)
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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.7.3.	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
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.7.9.	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.
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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.)
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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FOCUS / COURSE **SL.7.** **Grade 7 Speaking and Listening Standards [SL]**

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

STRAND		Presentation of Knowledge and Ideas
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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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FOCUS / COURSE **L.7.** **Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
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EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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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.
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FOCUS / COURSE **L.7.** **Grade 7 Language Standards [L]**

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

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

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS /
COURSE**

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

STRAND		Text Types and Purposes
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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.
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**FOCUS /
COURSE**

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

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS /
COURSE**

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

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**FOCUS /
COURSE**

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

STRAND		Range of Writing
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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.
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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.
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**FOCUS /
COURSE**

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

STRAND		Range of Writing
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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.
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**FOCUS /
COURSE**

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

STRAND		Comprehension and Collaboration
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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.
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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.)
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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.
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**FOCUS /
COURSE**

**SLCA.6-
8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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**FOCUS /
COURSE**

RL.7. Grade 7 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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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.7.3.	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
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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.)
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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FOCUS / COURSE **SL.7.** **Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
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EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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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.
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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).
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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
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
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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.
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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
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.6-8.8.	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
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Text Types and Purposes
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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.
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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]**

STRAND		Text Types and Purposes
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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.
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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.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.e.	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]**

STRAND		Production and Distribution of Writing
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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.)
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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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).
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

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

STRAND		Presentation of Knowledge and Ideas
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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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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 **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).

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
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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.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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.
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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
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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
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).
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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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.
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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.)
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Text Types and Purposes
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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.
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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]**

STRAND		Text Types and Purposes
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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.
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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
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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
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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.
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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
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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
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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
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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.

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

STRAND		Comprehension and Collaboration
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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.
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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
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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
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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.)
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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
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STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
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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.
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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.
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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).
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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 / 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
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

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

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- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 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.
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- 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 / 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.
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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).
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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.
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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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.
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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.)
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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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.
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FOCUS / COURSE **RI.7.** **Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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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.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Text Types and Purposes
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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.
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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]**

STRAND		Text Types and Purposes
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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.
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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.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.e.	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]**

STRAND		Production and Distribution of Writing
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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.)
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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
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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
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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
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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.

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

STRAND		Comprehension and Collaboration
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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.
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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
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
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EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

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

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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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).
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UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92

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

STRAND		Craft and Structure
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

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

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

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

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
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EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

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

STRAND		Vocabulary Acquisition and Use
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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.
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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).

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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 / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.	
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 / COURSE	RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 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 / 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		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.
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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).
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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.
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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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.)
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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.)

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
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
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
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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 / 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
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).

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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
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

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

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- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 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.
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- 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 / 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.
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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).
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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.
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.)
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**FOCUS /
COURSE**

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

STRAND		Range of Writing
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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.
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**FOCUS /
COURSE**

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

STRAND		Comprehension and Collaboration
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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.
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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.)
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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.
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**FOCUS /
COURSE**

**SLCA.6-
8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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**FOCUS /
COURSE**

RI.7. Grade 7 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Text Types and Purposes
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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.
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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]**

STRAND		Text Types and Purposes
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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.
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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.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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		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.7.1.	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
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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
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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
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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
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STANDARD / CONCEPT / SKILL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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).

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

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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.
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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
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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.)
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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.
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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
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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.
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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.
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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
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
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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
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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- 8.1.	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
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
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.
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 **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 **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 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 / 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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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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.	RCA-H.6- 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- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 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.
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- 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 / 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.
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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).
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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.
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.)
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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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
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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
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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.
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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
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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.
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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
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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
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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

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 **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).

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

STRAND		Integration of Knowledge and Ideas
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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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.
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INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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INDICATOR	WCA.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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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
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.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
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
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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.
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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
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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
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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.
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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
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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
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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
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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.

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

STRAND		Comprehension and Collaboration
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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.
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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
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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
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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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
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STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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.

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
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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
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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
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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
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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
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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
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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
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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
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STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
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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
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STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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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.6-8.8.	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
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
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
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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
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
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EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

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

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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
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **RL.7. Grade 7 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RL.7. Grade 7 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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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.)
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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).
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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.
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FOCUS / COURSE **RL.7. Grade 7 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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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
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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
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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.
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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
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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.
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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
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STANDARD / CONCEPT / SKILL	W.7.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
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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
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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
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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.
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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
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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.

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

STRAND		Comprehension and Collaboration
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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
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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.)
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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).
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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.
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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).
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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.
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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.
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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).
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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
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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.
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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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.
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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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-12.1.	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- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

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

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- 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 / 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
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.6-8.7.	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.6-8.1.	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.)
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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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
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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.
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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
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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.
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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
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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
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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.
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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
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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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 **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).

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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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.
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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
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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.)
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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.
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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
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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.
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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.
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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
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STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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FOCUS / COURSE **WCA.6-8.** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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

STRAND		Text Types and Purposes
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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
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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.
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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
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
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
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EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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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.
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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).
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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.
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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.
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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.
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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).
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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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**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- 12.1.	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 **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-12.2.	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
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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.
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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]**

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.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).
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INDICATOR	WCA.6-8.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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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.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.)
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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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.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
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.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
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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
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
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EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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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.
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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
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).

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

STRAND		Integration of Knowledge and Ideas
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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.
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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
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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.)
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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.
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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
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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.
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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.
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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
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STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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FOCUS / COURSE **WCA.6-8. [Grades 6–8 Writing Standards for Literacy in the Content Areas \[WCA\]](#)**

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

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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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.
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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FOCUS / COURSE **WCA.6-8. [Grades 6–8 Writing Standards for Literacy in the Content Areas \[WCA\]](#)**

STRAND		Production and Distribution of Writing
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.)
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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)
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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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.
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Text Types and Purposes
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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.
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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]**

STRAND		Text Types and Purposes
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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.
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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.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.)
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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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).
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
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EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

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

STRAND		Vocabulary Acquisition and Use
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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.
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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).

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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
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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.
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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
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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.)
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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.
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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
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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.
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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.
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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
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STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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

STRAND		Text Types and Purposes
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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
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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
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
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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
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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
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).

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

STRAND		Integration of Knowledge and Ideas
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

STRAND		Key Ideas and Details
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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.)
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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.
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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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.
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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 **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
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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.
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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
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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.)
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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.
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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
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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.
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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.
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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
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STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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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.
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.)
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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)
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FOCUS / COURSE **RI.7. Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.)
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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.7.1.	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.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.)
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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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).
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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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.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION	L.7.1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
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EXPECTATION	L.7.1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.7.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

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

STRAND		Vocabulary Acquisition and Use
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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.
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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).

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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.
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
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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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.
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WCA.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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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.
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FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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)
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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
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
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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.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **L.7. Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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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 **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).

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

STRAND		Craft and Structure
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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.
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STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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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.
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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.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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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.
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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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.
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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.
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8.** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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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)
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FOCUS / COURSE **RL.7.** **Grade 7 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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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.)
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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.
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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).
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FOCUS / COURSE **RL.7.** **Grade 7 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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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.)
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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).
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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.
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FOCUS / COURSE **RL.7.** **Grade 7 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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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.
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FOCUS / COURSE **RI.7.** **Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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).
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Text Types and Purposes
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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.
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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.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.7.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
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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.
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INDICATOR	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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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.
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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.
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INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.)
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
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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).
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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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.
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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.
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FOCUS / COURSE **SL.7.** **Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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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 **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).

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
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

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

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

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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FOCUS / COURSE **WCA.6-8.** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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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.
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FOCUS / COURSE **WCA.6-8.** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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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.
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FOCUS / COURSE **SLCA.6-8.** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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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.
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FOCUS / COURSE **RI.7.** **Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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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.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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FOCUS / COURSE **W.7. Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.)
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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).
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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.
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FOCUS / COURSE **SL.7. Grade 7 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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