

Structure and Style for Students

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

Maryland College and Career-Ready Standards
Language Arts
 Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	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)

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	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.
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OBJECTIVE	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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OBJECTIVE	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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OBJECTIVE	SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / PROFICIENCY LEVEL	SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 1 and 3for specific expectations.)
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	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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OBJECTIVE	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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OBJECTIVE	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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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.

INDICATOR / PROFICIENCY LEVEL	5	CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	7	CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	10	CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	2	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	4	CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	5	CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	6	CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL CCRA.W. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR Range of Writing

INDICATOR / PROFICIENCY LEVEL CCRA.W. 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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL CCRA.S L.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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR Presentation of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL CCRA.S L.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL CCRA.S L.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL CCRA.L. 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR / PROFICIENCY LEVEL CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	CCRA.L.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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L.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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INDICATOR / PROFICIENCY LEVEL	CCRA.L.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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE W.7.9.b Apply Grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE 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.

OBJECTIVE SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

OBJECTIVE 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.

OBJECTIVE SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

INDICATOR / PROFICIENCY LEVEL SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.7.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR	Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	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.
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OBJECTIVE	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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OBJECTIVE	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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OBJECTIVE	SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / PROFICIENCY LEVEL SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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.

OBJECTIVE 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).

**STRAND /
TOPIC /
STANDARD** **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /
PROFICIENCY
LEVEL L.7.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD** **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD** **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /
PROFICIENCY
LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /
PROFICIENCY
LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /
PROFICIENCY
LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Language	
TOPIC / INDICATOR	Conventions of Standard English	
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Language	
TOPIC / INDICATOR	Knowledge of Language	

INDICATOR / PROFICIENCY LEVEL	CCRA.L.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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L.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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INDICATOR / PROFICIENCY LEVEL	CCRA.L.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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE 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.

OBJECTIVE SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

OBJECTIVE 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.

OBJECTIVE SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.7.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	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.
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OBJECTIVE	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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OBJECTIVE	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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OBJECTIVE	SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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INDICATOR / PROFICIENCY LEVEL	SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 1 and 3 for specific expectations.)
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.7.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Maryland College and Career-Ready Standards

Language Arts

Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	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.
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OBJECTIVE	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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OBJECTIVE	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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OBJECTIVE	SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL CCRA.R.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.

INDICATOR / PROFICIENCY LEVEL CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	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.
OBJECTIVE	SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	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.

OBJECTIVE	SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.7.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	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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OBJECTIVE	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.
OBJECTIVE	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).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE	WHST.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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**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE	WHST.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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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
--------------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	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.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
-------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL 1 CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL 2 CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL 3 CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL 4 CCRA.R.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.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL 7 CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.7.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	6	CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	7	CCRA.W. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	8	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	10	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	L.1	CCRA.S. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	2	CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	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.
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OBJECTIVE	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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OBJECTIVE	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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OBJECTIVE	SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.7.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L.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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	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.
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OBJECTIVE	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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OBJECTIVE	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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OBJECTIVE	SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.7.2.b	Spell correctly.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

Maryland College and Career-Ready Standards

Language Arts

Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	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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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	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)

STRAND / TOPIC / STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

STRAND / TOPIC / STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.7.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 7: INVENTIVE WRITING Week 13 Page 141-148

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL CCRA.W.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.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / PROFICIENCY LEVEL CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	8	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	10	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	2	CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 7: INVENTIVE WRITING Week 14 Page 149-154

Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL CCRA.W.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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / PROFICIENCY LEVEL CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W.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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
--------------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.7.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
TOPIC /
STANDARD** **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD** **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE	WHST.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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**STRAND /
TOPIC /
STANDARD** **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE	WHST.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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UNIT 7: INVENTIVE WRITING Week 15 Page 155-163

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
--------------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Language	
TOPIC / INDICATOR	Conventions of Standard English	
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Language	
TOPIC / INDICATOR	Knowledge of Language	
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Language	
TOPIC / INDICATOR	Vocabulary Acquisition and Use	

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	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.
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OBJECTIVE	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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OBJECTIVE	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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OBJECTIVE	SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.7.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL CCRA.R.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.

INDICATOR / PROFICIENCY LEVEL CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

INDICATOR / PROFICIENCY LEVEL	9	CCRA.R. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	10	CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	2	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	4	CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	5	CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	6	CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	7	CCRA.W. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	8	CCRA.W. 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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INDICATOR / PROFICIENCY LEVEL CCRA.W. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR Range of Writing

INDICATOR / PROFICIENCY LEVEL CCRA.W. 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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL CCRA.S L.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR Knowledge of Language

INDICATOR / PROFICIENCY LEVEL CCRA.L. 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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL CCRA.L. 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.

INDICATOR / PROFICIENCY LEVEL CCRA.L. 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 when encountering an unknown term important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD** **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD** **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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**STRAND /
TOPIC /
STANDARD** **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.7.2.b	Spell correctly.
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**STRAND /
TOPIC /
STANDARD** **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /
TOPIC /
STANDARD** **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.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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UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196

Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
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OBJECTIVE	W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
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OBJECTIVE	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.
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OBJECTIVE	W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
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OBJECTIVE	W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.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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STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.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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UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.

INDICATOR / PROFICIENCY LEVEL	CCRA.L.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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL

W.7.10

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

STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL

SL.7.2

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

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL

L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE

L.7.1.a

Explain the function of phrases and clauses in general and their function in specific sentences.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL

L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE

L.7.2.b

Spell correctly.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL

L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE

L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	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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OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
--------------------------	--	---------------------------------------

INDICATOR / PROFICIENCY LEVEL L.7.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR **Integration of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR **Range of Reading and Level of Text Complexity**

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR **Text Types and Purposes**

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STRAND /
TOPIC /
STANDARD**

Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	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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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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**STRAND /
TOPIC /
STANDARD****Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	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)

**STRAND /
TOPIC /
STANDARD****Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.7.2.b Spell correctly.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD**

Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.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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STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.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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UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / PROFICIENCY LEVEL CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL CCRA.W. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR Range of Writing

INDICATOR / PROFICIENCY LEVEL CCRA.W. 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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL CCRA.S L.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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR Knowledge of Language

INDICATOR / PROFICIENCY LEVEL CCRA.L. 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.

STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L.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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INDICATOR / PROFICIENCY LEVEL	CCRA.L.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 when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	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.
OBJECTIVE	SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	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.
OBJECTIVE	SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.7.2.b Spell correctly.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE 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.

OBJECTIVE 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).

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.7.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL CCRA.R.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.

INDICATOR / PROFICIENCY LEVEL CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

INDICATOR / PROFICIENCY LEVEL CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
PROFICIENCY
LEVEL CCRA.W. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR /
PROFICIENCY
LEVEL CCRA.W. 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.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR /
PROFICIENCY
LEVEL CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR /
PROFICIENCY
LEVEL CCRA.L. 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.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /
PROFICIENCY
LEVEL CCRA.L. 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.

INDICATOR /
PROFICIENCY
LEVEL CCRA.L. 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 when encountering an unknown term important to comprehension or expression.

**STRAND /
TOPIC /
STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.d	Use precise language and domain specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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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INDICATOR / PROFICIENCY LEVEL	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)
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INDICATOR / PROFICIENCY LEVEL	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.7.2.b	Spell correctly.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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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OBJECTIVE	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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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.7.6 Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Maryland College and Career-Ready Standards
Language Arts
Grade 7 - Adopted: 2010/Implemented 2013 (CCSS)**

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL CCRA.R.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.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL CCRA.W.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.

**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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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**STRAND /
TOPIC /
STANDARD** **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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 when encountering an unknown term important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD** **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
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**STRAND /
TOPIC /
STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

OBJECTIVE W.7.2.d Use precise language and domain specific vocabulary to inform about or explain the topic.

STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL 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.)

INDICATOR / PROFICIENCY LEVEL W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.)

STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND / TOPIC / STANDARD **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

STRAND / TOPIC / STANDARD **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.7.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / TOPIC / STANDARD **Writing In History/ Social Studies**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.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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STRAND / TOPIC / STANDARD **Writing in Science & Technology**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.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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