Main Criteria: Structure and Style for Students Secondary Criteria: Maine Learning Results

Subject: Language Arts
Grade: 7

Structure and Style for Students

Structure and Style for Students			
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18	
		Maine Learning Results	
		Language Arts	
		Grade 7 - Adopted: 2020	
STRAND / DOMAIN		Guiding Principles	
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.	
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.	
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.	
STRAND / DOMAIN		LANGUAGE	
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English	
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.	
STRAND / DOMAIN		LANGUAGE	
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language	
STANDARD	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.	
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
STRAND / DOMAIN		LANGUAGE	
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use	
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.	

EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration

STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.6- 8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.6-8.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY /		
PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
PERFORMANC	R.11:	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
PERFORMANC E INDICATOR	R.11: R.11.6- 8.b.	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic,
PERFORMANC E INDICATOR ST ANDARD	R.11.6-	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
PERFORMANC E INDICATOR ST AND ARD EXPECTATION STRAND /	R.11.6-	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.11.6-	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type. READING
PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.11.6- 8.b.	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type. READING Fluency

EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-32
		Maine Learning Results Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
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EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration

STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.6- 8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.6-8.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY /		
PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
PERFORMANC	R.11:	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
PERFORMANC E INDICATOR	R.11: R.11.6- 8.b.	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic,
PERFORMANC E INDICATOR ST ANDARD	R.11.6-	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
PERFORMANC E INDICATOR ST AND ARD EXPECTATION STRAND /	R.11.6-	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.11.6-	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type. READING
PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.11.6- 8.b.	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type. READING Fluency

EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44
		Maine Learning Results
		Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration

STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
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EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.6- 8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.6-8.	Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
STRAND / DOMAIN		READING

PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
		LINIT 3: DETELLING NARRATIVE STORIES Week / Page /5-52

Maine Learning Results Language Arts

Grade 7 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY I PERFORMANC E INDICATOR		Comprehension and Collaboration

STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC		Key Ideas and Details
E INDICATOR		
	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
E INDICATOR	R.6: R.6.6-8.	
STANDARD		Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to
E INDICATOR STANDARD EXPECTATION STRAND /		Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in
		various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
		UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

redundancy.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.

GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY I PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.6- 8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / DOMAIN		SPEAKING AND LISTENING
		SPEAKING AND LISTENING Presentation of Knowledge and Ideas
CATEGORY / PERFORMANC	SL.4:	
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas Present information and supporting evidence appropriate to task, purpose, and audience so that
CATEGORY / PERFORMANC E INDICATOR STANDARD		Presentation of Knowledge and Ideas Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /		Presentation of Knowledge and Ideas Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC		Presentation of Knowledge and Ideas Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. READING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	SL.4.6-8.	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. READING Key Ideas and Details Read various texts closely to determine what each text explicitly says and to make logical inferences;
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	SL.4.6-8.	Present ation of Knowledge and Ideas Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. READING Key Ideas and Details Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		READING

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70
		Maine Learning Results
		Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN

SPEAKING AND LISTENING

DOMAIN		
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

STRAND	
DOMAIN	

? READING

8.a.

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
EXPECTATION STRAND / DOMAIN		Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text. READING
STRAND /		
STRAND / DOMAIN CATEGORY / PERFORMANC		READING
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	8.a.	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic,
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	8.a. R.11:	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /	8.a. R.11:	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	8.a. R.11:	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type. READING

EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

Language Arts

Grade 7 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as we as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
		Craft and Structure
CATEGORY / PERFORMANC E INDICATOR		
PERFORMANC	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge

STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92
		Maine Learning Results Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY /	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others

detailed writing that are both used to communicate ideas clearly with others.

PERFORMANC E INDICATOR

CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.I.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as was inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyzits development; throughout each text.
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION		Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding.
	8.a. R.12.6-	
EXPECTATION	8.a. R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION EXPECTATION ST RAND /	8.a. R.12.6- 8.b.	Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition.
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	8.a. R.12.6- 8.b.	Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition. WRITING Process and Production
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	8.a. R.12.6- 8.b. R.12.6- 8.c.	Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes t

STRAND /	
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DOMAIN

WRITING

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.

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

Maine Learning Results Language Arts

Grade 7 - Adopted: 2020

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.

STRAND / **DOMAIN**

EXPECTATION

EXPECTATION

LANGUAGE

L.1.6-8.j. Form and use verbs in the active and passive voice.

L.1.6-8.l. Recognize and correct inappropriate shifts in verb voice and mood.

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
		READING Key Ideas and Details
DOMAIN CATEGORY / PERFORMANC	R.5:	
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze
CATEGORY / PERFORMANC E INDICATOR STANDARD		Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts,
CATEGORY / PERFORMANC E INDICATOR ST ANDARD EXPECTATION		Rey Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC		READING Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.5.6-8.b.	Reading Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details. READING Integration of Knowledge and Ideas
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	R.5.6-8.b. R.10:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details. READING Integration of Knowledge and Ideas Evaluate the argument and specific claims in various texts.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STANDARD	R.5.6-8.b. R.10:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details. READING Integration of Knowledge and Ideas Evaluate the argument and specific claims in various texts. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114
		Maine Learning Results Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles

Clear and effective communicator: Students participate in a range of evidence-based discussions and generate

detailed writing that are both used to communicate ideas clearly with others.

CATEGORY /

PERFORMANC

E INDICATOR

Α.

CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC		Vocabulary Acquisition and Use
E INDICATOR		

STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.a.	Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type. READING
STRAND /		
STRAND / DOMAIN CATEGORY / PERFORMANC		READING
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	8.b.	READING Fluency
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	8.b. R.12:	Fluency Read with sufficient accuracy and fluency to support comprehension
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12: R.12.6- 8.a. R.12.6-	Fluency Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12: R.12.6- 8.a. R.12.6- 8.b.	Fluency Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND /	R.12: R.12.6- 8.a. R.12.6- 8.b.	Fluency Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12: R.12.6- 8.a. R.12.6- 8.b.	Fluency Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition.

EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6- 8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134
		Maine Learning Results
		Language Arts
		Grade 7 - Adopted: 2020
STRAND /		Guiding Principles

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC		Vocabulary Acquisition and Use
E INDICATOR		

STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.a.	Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type. READING
STRAND /		
STRAND / DOMAIN CATEGORY / PERFORMANC		READING
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	8.b.	READING Fluency
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	8.b. R.12:	Fluency Read with sufficient accuracy and fluency to support comprehension
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12: R.12.6- 8.a. R.12.6-	Fluency Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12: R.12.6- 8.a. R.12.6- 8.b.	Fluency Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND /	R.12: R.12.6- 8.a. R.12.6- 8.b.	Fluency Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12: R.12.6- 8.a. R.12.6- 8.b.	Fluency Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition.

EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6- 8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140
		Maine Learning Results Language Arts Grade 7 - Adopted: 2020
		Guiding Principles

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / B. A self-directed and lifetong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. CATEGORY / C. A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. CATEGORY / E. An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. STRAND / DOMAIN CATEGORY / E. An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. CATEGORY / PERFORMANC E INDICATOR STRAND / Conventions of Standard English CONVENTION CONV
PERFORMANC E INDICATOR E. An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. E INDICATOR E. An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. E INDICATOR CATEGORY / PERFORMANC E INDICATOR STANDARD Conventions of Standard English Conventions of Standard English EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). EXPECTATION L.1.6-8.e. Recognize variations from standard English in their own and others' writing and speaking and identify and use
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EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION L.1.6-8.j. Form and use verbs in the active and passive voice.
EXPECTATION L.1.6-8.I. Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / LANGUAGE DOMAIN
CATEGORY / Conventions of Standard English PERFORMANC E INDICATOR
STANDARD L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION L.2.6-8.a. Spell correctly.
STRAND / LANGUAGE DOMAIN
CATEGORY / Knowledge of Language PERFORMANC E INDICATOR
STANDARD 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.
EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / LANGUAGE DOMAIN

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION R.10.6- Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text. 8.a.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.a.	Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.a.	Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6-	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

STRAND / DOMAIN

WRITING

8.d.

CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
		UNIT 7: INVENTIVE WRITING Week 13 Page 141-148
		Maine Learning Results
		Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English

STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or
		speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.c.	Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
STRAND / DOMAIN		WRITING
		WRITING Process and Production
DOMAIN CATEGORY / PERFORMANC	W.2:	
DOMAIN CATEGORY / PERFORMANC E INDICATOR	W.2: W.2.6- 8.a.	Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the
CATEGORY / PERFORMANC E INDICATOR STANDARD	W.2.6-	Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	W.2.6- 8.a.	Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
		UNIT 7: INVENTIVE WRITING Week 14 Page 149-154
		Maine Learning Results Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Maine Learning Results
		Language Arts
		Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC F INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

E INDICATOR

CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.I.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.6-8.	Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.

CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
PERFORMANC	W.3:	Composing for Audience and Purpose Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
PERFORMANC E INDICATOR	W.3: W.3.6- 8.a.	Routinely produce a variety of clear and coherent writing in which the development, organization, and
PERFORMANC E INDICATOR STANDARD	W.3.6-	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and

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

Maine Learning Results Language Arts Grade 7 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration

STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.a.	Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
PERFORMANC	R.12:	Fluency Read with sufficient accuracy and fluency to support comprehension
PERFORMANC E INDICATOR	R.12: R.12.6- 8.a.	
PERFORMANC E INDICATOR ST ANDARD	R.12.6-	Read with sufficient accuracy and fluency to support comprehension
PERFORMANC E INDICATOR ST AND ARD EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E INDICATOR ST AND ARD EXPECTATION EXPECTATION	R.12.6- 8.a. R.12.6- 8.b.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding.
PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND /	R.12.6- 8.a. R.12.6- 8.b.	Read with sufficient accuracy and fluency to support comprehension. Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition.
PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12.6- 8.a. R.12.6- 8.b.	Read with sufficient accuracy and fluency to support comprehension. Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition.

Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to

EXPECTATION

W.1.6-8.b.

conclusions.

EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6- 8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186
		Maine Learning Results Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use

STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words
		and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas

STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.a.	Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.a.	Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION	W.1.6- 8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196
		Maine Learning Results
		Language Arts
CTDANS /		Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

STRAND / DOMAIN	LANGUAGE
CATECORY	Convention

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.I.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.a. Spell correctly.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / LANGUAGE

STRAND / DOMAIN

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EVDECTATION	1.4604	Varify the preliminary determination of the magning of a word or phrops (o.g., by checking the inferred magning in

EXPECTATION L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY I PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well

STRAND / READING DOMAIN

as inferences drawn from the text.

EXPECTATION

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6-	Analyze how two or more authors of various texts present information by emphasizing different interpretations of a

8.a. theme and/or topic.

EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.a.	Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6- 8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

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WRITING

CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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Maine Learning Results Language Arts

Grade 7 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
		Sufficient for reading, writing, speaking, and fistering.

EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.a.	Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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		Maine Learning Results Language Arts
		Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use

STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge

STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.a.	Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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Maine Learning Results
Language Arts
Grade 7 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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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EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.

EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.6-8.	Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.
STRAND /		READING
DOMAIN		
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas

STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.b.	Evaluate the advantages and disadvantages of an author's choice for using a specific form and/or text type.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.a.	Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
STRAND / DOMAIN		WRITING
CATEGORY/		Process and Production

STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258
		Maine Learning Results Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN

LANGUAGE

CATEGORY /	Conventions of Standard English
PERFORMANC	
E INDICATOR	

STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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.
GRADE EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.6-8.	Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas

EXPECTATION R.11.6- Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.

STANDARD

R.11:

Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6- 8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272
		Maine Learning Results Language Arts Grade 7 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.a.	Spell correctly.

STRAND / DOMAIN LANGUAGE

CATEGORY / PERFORMANC		Knowledge of Language
E INDICATOR		
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.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.
EXPECTATION	L.5.6-8.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration

STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.6-8.	Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.6- 8.a.	Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.6- 8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology to produce writing, as well as to interact and collaborate with others.

EXPECTATION

W.2.6-

8.b.

STRAND	Ī	
DOMAIN		

WRITING

CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6- 8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6- 8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273

Maine Learning Results Language Arts Grade 7 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR	
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STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY I PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.6- 8.a.	Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats.
EXPECTATION	SL.2.6- 8.b.	Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6- 8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-	Develop and support the topic with relevant techniques and logically ordered details.

8.b.