Main Criteria: Structure and Style for Students Secondary Criteria: Michigan Academic Standards

> Subject: Language Arts Grade: 7

Structure and Style for Students

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

Michigan Academic Standards Language Arts

Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RI. Reading Standards for Informational Text

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND / **STANDARD** CATEGORY

MI.CC.RI. Reading Standards for Informational Text

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

STRAND / **STANDARD CATEGORY**

MI.CC.W. Writing Standards

STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STRAND / STANDARD **CATEGORY** MI.CC.W. Writing Standards

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND /	MI.CC.SL	. Speaking and Listening Standards
STANDARD CATEGORY	7.	. oposimig and glosomig others as
STANDARD		Comprehension and Collaboration
STANDARD CATEGORY	7. SL.7.1.	
STANDARD CATEGORY STANDARD GRADE LEVEL	7. SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION	7.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION	7. SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION	SL.7.1(a) SL.7.1(b)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION	7. SL.7.1(a) SL.7.1(b) SL.7.1(c)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD	7. SL.7.1. SL.7.1(a) SL.7.1(b) SL.7.1(c) MI.CC.SL.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

MI.CC.SL. Speaking and Listening Standards 7.

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	_	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

redundancy.

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

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards

Language Arts

Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY

7.

MI.CC.RI. Reading Standards for Informational Text

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EVECTATION	SL.7.1(a)	
EXPECTATION	3L.7.1(α)	by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
		Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
EXPECTATION	SL.7.1(b) SL.7.1(c) SL.7.1(d)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION EXPECTATION STRAND / STANDARD	SL.7.1(b) SL.7.1(c) SL.7.1(d) MI.CC.SL.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY	SL.7.1(b) SL.7.1(c) SL.7.1(d) MI.CC.SL.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Speaking and Listening Standards
EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL	SL.7.1(b) SL.7.1(c) SL.7.1(d) MI.CC.SL. 7.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD	SL.7.1(b) SL.7.1(c) SL.7.1(d) MI.CC.SL. 7.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards Language Arts

Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL Reading Standards for Literature

.7.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND / STANDARD CATEGORY

MI.CC.RL Reading Standards for Literature

.7.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL EXPECTATION	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND / STANDARD CATEGORY

MI.CC.RL Reading Standards for Literature

.7.

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

STRAND / STANDARD CATEGORY

MI.CC.W. Writing Standards

7.

STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION W.7.3(a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

EXPECTATION	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL 7.	. Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

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MI.CC.SL. Speaking and Listening Standards

STANDARD CATEGORY	7.	
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD	MI.CC.L.7	Language Standards

STANDARD Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards Language Arts

Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY

MI.CC.RL Reading Standards for Literature .7.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND / STANDARD CATEGORY

.7.

MI.CC.RL Reading Standards for Literature

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL EXPECTATION	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND / STANDARD **CATEGORY**

MI.CC.RL Reading Standards for Literature .7.

STANDARD	Range of Reading and Level of Text Complexit	tγ

GRADE LEVEL EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL.	. Speaking and Listening Standards

GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / STANDARD CATEGORY	MI.CC.SL.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards

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

STRAND / STANDARD **CATEGORY**

MI.CC.L.7 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010

STRAND / STANDARD **CATEGORY** MI.CC.RI. Reading Standards for Informational Text

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND / STANDARD **CATEGORY**

MI.CC.RI. Reading Standards for Informational Text

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

STRAND / STANDARD **CATEGORY** MI.CC.W. Writing Standards

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL 7.	. Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation

EXPECTATION SL.7.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECT AT ION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

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

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

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

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.7.6. EXPECTATION	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70

Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RI. Reading Standards for Informational Text

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND / STANDARD CATEGORY

MI.CC.RI. Reading Standards for Informational Text

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

MI.CC.W. Writing Standards 7.

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

STRAND / STANDARD CATEGORY

MI.CC.W. Writing Standards

7.

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / STANDARD CATEGORY

MI.CC.W. Writing Standards

Research to Build and Present Knowledge

GRADE LEVEL W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding

plagiarism and following a standard format for citation.

STRAND / STANDARD CATEGORY

MI.CC.W. Writing Standards

7

7.

STANDARD Range of Writing	
GRADE LEVEL W.7.10. Write routinely over ex	tended time frames (time for research, reflection, and revision) and shorter time frames (a

STRAND / STANDARD CATEGORY

MI.CC.SL. Speaking and Listening Standards

STANDARD	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards

STANDARD

Vocabulary Acquisition and Use

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

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

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.

Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY

GRADE LEVEL

EXPECTATION

L.7.6.

MI.CC.RI. Reading Standards for Informational Text

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND / STANDARD CATEGORY

 $\mbox{MI.CC.RI.}$ Reading Standards for Informational Text 7.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

STRAND /
STANDARD
CATEGORY

7.

MI.CC.W. Writing Standards

STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL 7.	. Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT AT ION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1(b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual

EXPECTATION

roles as needed.

EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND /
STANDARD
CATEGORY

MI.CC.L.7 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92

Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY $\mbox{MI.CC.RI.}$ Reading Standards for Informational Text 7.

STANDARD		Key ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND / STANDARD CATEGORY MI.CC.RI. Reading Standards for Informational Text 7.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards 7.

STANDARD Text Types and Purposes

GRADE LEVEL EXPECTATION

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.7.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION W.7.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
LXI LCTATION	L.7.2(D)	
STRAND / STANDARD CATEGORY	` ,	Language Standards
STRAND / STANDARD	` ,	

GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100
		Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards

STANDARD

Text Types and Purposes

GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL 7.	.Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND / MI.CC.L.7 Language Standards
STANDARD .

CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

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

STRAND / STANDARD **CATEGORY**

MI.CC.L.7 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY

MI.CC.RI. Reading Standards for Informational Text 7.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND / STANDARD	MI.CC.W.	emphasizing different evidence or advancing different interpretations of facts.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	emphasizing different evidence or advancing different interpretations of facts. Writing Standards
STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL	MI.CC.W. 7.	emphasizing different evidence or advancing different interpretations of facts. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION	MI.CC.W. 7.	emphasizing different evidence or advancing different interpretations of facts. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics
STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION	MI.CC.W. 7. W.7.2. W.7.2(a)	emphasizing different evidence or advancing different interpretations of facts. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION	MI.CC.W. 7. W.7.2. W.7.2(a) W.7.2(b)	writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD	MI.CC.W. 7. W.7.2. W.7.2(a) W.7.2(b) MI.CC.W.	emphasizing different evidence or advancing different interpretations of facts. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	. Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing
EXPECTATION		with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
EXPECTATION EXPECTATION	SL.7.1(a)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
EXPECTATION EXPECTATION	SL.7.1(a) SL.7.1(b)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
EXPECTATION EXPECTATION EXPECTATION	SL.7.1(a) SL.7.1(b) SL.7.1(c)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d)	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Speaking and Listening Standards
EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d) MI.CC.SL.7.	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD	SL.7.1(a) SL.7.1(b) SL.7.1(c) SL.7.1(d) MI.CC.SL.7.	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
EXPECTATION	L.7.1(a)	a) Explain the function of phrases and clauses in general and their function in specific sentences.			
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards			
STANDARD		Conventions of Standard English			
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
EXPECTATION	L.7.2(b)	Spell correctly.			
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards			
STANDARD		Knowledge of Language			
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.			
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards			
STANDARD		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards			
STANDARD		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134			

Michigan Academic Standards

Language Arts
Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY $\mbox{MI.CC.RI.}$ Reading Standards for Informational Text 7.

STANDARD	Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND /	MI.CC.W.	Writing Standards
STANDARD CATEGORY	7.	
		Text Types and Purposes
CATEGORY	7. W.7.2.	
STANDARD GRADE LEVEL	7. W.7.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STANDARD GRADE LEVEL EXPECTATION	7. W.7.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics
STANDARD GRADE LEVEL EXPECTATION EXPECTATION	W.7.2. W.7.2(a)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
STANDARD GRADE LEVEL EXPECTATION EXPECTATION	W.7.2(a) W.7.2(b) W.7.2(d)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD	W.7.2(a) W.7.2(b) W.7.2(d) MI.CC.W.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY	W.7.2(a) W.7.2(b) W.7.2(d) MI.CC.W.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards

STRAND /
STANDARD
CATEGORY

STANDARD

MI.CC.W. Writing Standards 7.

GRADE LEVEL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related,
EXPECTATION		focused questions for further research and investigation.

Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION

W.7.8.

7.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD CATEGORY

MI.CC.W. Writing Standards

7.

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

STRAND / STANDARD CATEGORY

MI.CC.SL. Speaking and Listening Standards

STANDARD Comprehension and Collaboration

GRADE LEVEL EXPECTATION SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing

EXPECTATION with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION SL.7.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

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

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

STRAND / STANDARD CATEGORY

MI.CC.SL. Speaking and Listening Standards 7.

STANDARD Comprehension and Collaboration

GRADE LEVEL SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,

orally) and explain how the ideas clarify a topic, text, or issue under study.

STRAND / STANDARD CATEGORY

EXPECTATION

MI.CC.L.7 Language Standards

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1(a) STRAND / MI.CC.L.7 Language Standards STANDARD **CATEGORY STANDARD** Conventions of Standard English **GRADE LEVEL** L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECTATION** spelling when writing. **EXPECTATION** L.7.2(b) Spell correctly. STRAND / MI.CC.L.7 Language Standards STANDARD **CATEGORY STANDARD** Knowledge of Language **GRADE LEVEL** L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. **EXPECT ATION EXPECTATION** L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STRAND / MI.CC.L.7 Language Standards STANDARD CATEGORY **STANDARD** Vocabulary Acquisition and Use **GRADE LEVEL** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECTATION** 7 reading and content, choosing flexibly from a range of strategies. **EXPECTATION** L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **EXPECTATION** L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / MI.CC.L.7 Language Standards **STANDARD** CATEGORY **STANDARD** Vocabulary Acquisition and Use **GRADE LEVEL** L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather **EXPECTATION** vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140 Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010 STRAND / MI.CC.RI. Reading Standards for Informational Text **STANDARD** 7. CATEGORY

STANDARD Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND /	MI.CC.W.	Writing Standards
STANDARD CATEGORY	7.	
		Text Types and Purposes
CATEGORY	7. W.7.2.	
STANDARD GRADE LEVEL	7. W.7.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STANDARD GRADE LEVEL EXPECTATION	7. W.7.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics
STANDARD GRADE LEVEL EXPECTATION EXPECTATION	W.7.2. W.7.2(a)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
STANDARD GRADE LEVEL EXPECTATION EXPECTATION	W.7.2(a) W.7.2(b) W.7.2(d)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD	W.7.2(a) W.7.2(b) W.7.2(d) MI.CC.W.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY	W.7.2(a) W.7.2(b) W.7.2(d) MI.CC.W.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards

STRAND /
STANDARD
CATEGORY

MI.CC.W. Writing Standards 7.

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

STRAND / STANDARD CATEGORY

MI.CC.W. Writing Standards

7.

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

STRAND / STANDARD CATEGORY

MI.CC.SL. Speaking and Listening Standards

Comprehension and Collaboration

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

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.7.2(b) Spell correctly.

STRAND / STANDARD CATEGORY MI.CC.L.7 Language Standards

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 13 Page 141-148
		Michigan Academic Standards
		Language Arts
		Grade 7 - Adopted: 2010
STRAND / STANDARD	MI.CC.W.	Writing Standards

STANDARD CATEGORY

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
CTANDADD		
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL	SL.7.1. SL.7.1(c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing
GRADE LEVEL EXPECTATION	SL.7.1(c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD	SL.7.1(c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY	SL.7.1(c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Speaking and Listening Standards
GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL	SL.7.1(c) MI.CC.SL. 7.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD	SL.7.1(c) MI.CC.SL. 7.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY	SL.7.1(c) MI.CC.SL. 7.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Language Standards
GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STANDARD CATEGORY	SL.7.1(c) MI.CC.SL. 7. SL.7.2.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Speaking and Listening Standards Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EVECTATION	1.72(b)	Snall correctly

EXPECTATION L.7.2(b) Spell correctly.

STRAND / STANDARD CATEGORY MI.CC.L.7 Language Standards

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	_	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

redundancy.

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards

7.

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

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards

STANDARD		Production and Distribution of Writing
GRADE LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	` ,	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards
STRAND / STANDARD	` ,	
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL	MI.CC.L.7	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION	MI.CC.L.7	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD	MI.CC.L.7	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.

GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Michigan Academic Standards
		Language Arts
		Grade 7 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL .7.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / STANDARD CATEGORY	MI.CC.RL .7.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL EXPECTATION	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
STRAND / STANDARD CATEGORY	MI.CC.RL .7.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDADD		Tayt Types and Durnoses

STANDARD

Text Types and Purposes

GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1(a) STRAND / MI.CC.L.7 Language Standards STANDARD **CATEGORY STANDARD** Conventions of Standard English **GRADE LEVEL** L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECT ATION** spelling when writing. **EXPECTATION** L.7.2(b) Spell correctly. STRAND / MI.CC.L.7 Language Standards STANDARD **CATEGORY STANDARD** Knowledge of Language L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. **GRADE LEVEL EXPECT ATION** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and **EXPECTATION** L.7.3(a) redundancy. STRAND / MI.CC.L.7 Language Standards STANDARD CATEGORY **STANDARD** Vocabulary Acquisition and Use **GRADE LEVEL** L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECTATION** 7 reading and content, choosing flexibly from a range of strategies. **EXPECTATION** L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **EXPECTATION** L.7.4(d)Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / MI.CC.L.7 Language Standards **STANDARD** CATEGORY STANDARD Vocabulary Acquisition and Use **GRADE LEVEL** L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather **EXPECTATION** vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180 Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010 STRAND / MI.CC.RI. Reading Standards for Informational Text 7.

STANDARD CATEGORY

STANDARD Key Ideas and D	tails
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GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD	MI.CC.W. 7.	Writing Standards
STRAND / STANDARD CATEGORY STANDARD		Writing Standards Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL.	Speaking and Listening Standards
STANDARD		Speaking and Listening Standards Comprehension and Collaboration
STANDARD CATEGORY	7. SL.7.1.	
STANDARD CATEGORY STANDARD GRADE LEVEL	7. SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION	7. SL.7.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION	7. SL.7.1. SL.7.1(a)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION	7. SL.7.1. SL.7.1(a)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD	7. SL.7.1. SL.7.1(a) SL.7.1(b) SL.7.1(c)	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION	7. SL.7.1. SL.7.1(a) SL.7.1(b) SL.7.1(c) MI.CC.SL.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

MI.CC.L.7 Language Standards

CATEGORY		
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY

EXPECTATION

MI.CC.L.7 Language Standards

context or in a dictionary).

L.7.4(d)

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

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STRAND /
STANDARD
CATEGORY

MI.CC.RL Reading Standards for Literature

.7.

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

STRAND / **STANDARD CATEGORY**

MI.CC.RI. Reading Standards for Informational Text

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND / **STANDARD CATEGORY**

MI.CC.RI. Reading Standards for Informational Text 7.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

STRAND / STANDARD **CATEGORY**

MI.CC.RI. Reading Standards for Informational Text 7.

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

STRAND / STANDARD **CATEGORY**

EXPECTATION

7.

W.7.2(b)

MI.CC.W. Writing Standards

STANDARD	Text Types and Purposes
GRADE LEVEL	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

GRADE LEVEL EXPECTATION		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(a)	
		clue to the meaning of a word or phrase. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and
EXPECTATION	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
EXPECTATION EXPECTATION STRAND / STANDARD	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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).
EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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). Language Standards
EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL	L.7.4(c) L.7.4(d) MI.CC.L.7	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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). Language Standards Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word
EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION	L.7.4(c) L.7.4(d) MI.CC.L.7 L.7.5.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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). Language Standards Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the
EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD	L.7.4(c) L.7.4(d) MI.CC.L.7 L.7.5.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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). Language Standards Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

GRADE LEVEL EXPECTATION L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or

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Michigan Academic Standards Language Arts

Grade 7 - Adopted: 2010

STRAND / **STANDARD CATEGORY**

GRADE LEVEL

EXPECTATION

MI.CC.RI. Reading Standards for Informational Text 7.

events, or how individuals influence ideas or events).

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

STRAND / MI.CC.RI. Reading Standards for Informational Text

STANDARD 7. **CATEGORY**

RI.7.3.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

MI.CC.RI. Reading Standards for Informational Text STRAND / **STANDARD** 7. **CATEGORY**

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

STRAND / **STANDARD CATEGORY**

MI.CC.W. Writing Standards 7.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	W.7.1(a)	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
EXPECTATION	W.7.1(b)	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

EXPECTATION	W.7.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
EXPECTATION	W.7.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL.	.Speaking and Listening Standards
STANDARD		Comprehension and Collaboration

STRAND / MI.CC.L7 Language Standards STRAND / Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L7.2. Language Standards EXPECTATION L7.2. Spelling when writing. EXPECTATION L7.2. Spelling when writing. EXPECTATION L7.2. Spelling when writing. EXPECTATION L7.2. Use Knowledge of Language GRADE LEVEL L7.2. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION L7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION L7.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STRANDARD Vocabulary Acquisition and Use EXPECTATION L7.4. 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 L7.4. Use context (e.g., the overall meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / MI.CC.L7 Language Standards L7.4. Vocabulary Acquisition and Use EXPECTATION L7.4. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather STRANDARD Vocabulary Acquisition and Use EXPECTATION L7.4. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather			
STANDARD Conventions of Standard English GRADE LEVEL L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences. STRAND / MI.CC.L7 Language Standards STANDARD Conventions of Standard English GRADE LEVEL L7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and sentence of particular and sentence of particular and sentence of standard English capitalization, punctuation, and sentence of standard English capitalization and use sentence of standard English grant english device of sentence of standard English grant english grant english grant english grant english grant english grant english gr	GRADE LEVEL EXPECTATION	SL.7.2.	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L7.1(a) Explain the function of phrases and clauses in general and their function in specific sentences. STANDARD MICCLT Language Standards STANDARD Conventions of Standard English GRADE LEVEL L7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION L7.2(b) Spell correctly. STANDARD LATE CORY MICCLT Language Standards Knowledge of Language Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION L7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. MICCLT Language Standards STANDARD LATE CORY MICCLT Language Standards STANDARD Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grading and content, choosing fliexibly from a range of strategies. EXPECTATION L7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EXPECTATION L7.4(a) Use context (e.g., the overall meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STANDARD Vocabulary Acquisition and Use	STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
EXPECTATION L71(a) Explain the function of phrases and clauses in general and their function in specific sentences. STRAND / STRANDARD MLCCLT Language Standards STANDARD Conventions of Standard English GRADE LEVEL EXPECTATION L72(b) Spell correctly. STRAND / STRANDARD MLCCLT Language Standards STANDARD MLCCLT Language Standards STANDARD Knowledge of Language GRADE LEVEL EXPECTATION L73(a) Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION L73(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating vordiness and redundancy. MLCCLT Language Standards STANDARD MLCCLT Language Standards STANDARD Wocabulary Acquisition and Use GRADE LEVEL EXPECTATION L74(a) Use context (e.g., the overall meaning of unknown and multiple-meaning words and phrases based on grading and content, choosing flexibly from a range of strategies. EXPECTATION L74(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 (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / STRAND / Vocabulary Acquisition and Use EXPECTATION L74(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 / STRAND / Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION Vocabulary Acquisition and Use GRADE LEVEL L74. 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.	STANDARD		Conventions of Standard English
STANDARD Conventions of Standard English GRADE LEVEL EXPECTATION L7.2(a) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION L7.2(b) Spell correctly. MLCC.L7 Language Standards STANDARD Knowledge of Language GRADE LEVEL EXPECTATION L7.3(a) Choose language flat expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STANDARD Wocabulary Acquisition and Use GRADE LEVEL EXPECTATION L7.4(a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grading exprecisely and concisely. EXPECTATION L7.4(a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grading expectation. EXPECTATION L7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EXPECTATION L7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / STRANDARD Vocabulary Acquisition and Use GRADE LEVEL L7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	GRADE LEVEL EXPECTATION	L.7.1.	
STANDARD Conventions of Standard English GRADE LEVEL EXPECTATION L7.2(b) Spell correctly. STAND / STANDARD Knowledge of Language GRADE LEVEL EXPECTATION L7.3(a) Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION L7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STANDARD MI.CC.L7 Language Standards STANDARD EXPECTATION L7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STANDARD Wocabulary Acquisition and Use GRADE LEVEL EXPECTATION L7.4(a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grading and content, choosing flexibly from a range of strategies. EXPECTATION L7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EXPECTATION L7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the interned meaning in context or in a dictionary). STANDARD Wocabulary Acquisition and Use GRADE LEVEL EXPECTATION L7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the interned meaning in context or in a dictionary). STANDARD Wocabulary Acquisition and Use GRADE LEVEL EXPECTATION CRADE LEVEL EXPECTATION L7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather wocabulary knowledge when considering a word or phrase important to comprehension or expression.	EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
BEADE LEVEL EXPECTATION L.7.2(b) Spell correctly. STRAND / STRAND	STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
EXPECTATION L72(b) Spell correctly. STRAND / ST	STANDARD		Conventions of Standard English
MI.CC.L.7 Language Standards Knowledge of Language GRADE LEVEL EXPECTATION L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION L.7.3. (a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. MI.CC.L.7 Language Standards STRAND / Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grading and content, choosing flexibly from a range of strategies. EXPECTATION L.7.4. 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.7.4. 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 / STRAND / STRAND / STRAND / STRANDARD Wocabulary Acquisition and Use GRADE LEVEL STRAND / Vocabulary Acquisition and Use GRADE LEVEL L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	GRADE LEVEL EXPECTATION	L.7.2.	
STANDARD Knowledge of Language GRADE LEVEL EXPECTATION L7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. EXPECTATION L7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STRAND / STANDARD MI.CC.L.7 Language Standards STANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EXPECTATION L7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / STRANDARD MI.CC.L.7 Language Standards WI.CC.L.7 Language Standards MI.CC.L.7 Language Standards Wocabulary Acquisition and Use STRAND / STRANDARD Vocabulary Acquisition and Use GRADE LEVEL L7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	EXPECTATION	L.7.2(b)	Spell correctly.
L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.	STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. MI.CC.L.7 Language Standards STANDARD Vocabulary Acquisition and Use GRADE LEVEL L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grader 7 reading and content, choosing flexibly from a range of strategies. EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / STANDARD MI.CC.L.7 Language Standards Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	STANDARD		Knowledge of Language
RADE LEVEL EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STANDARD MI.CC.L.7 Language Standards EXPECTATION L.7.4(a) 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 / STANDARD MI.CC.L.7 Language Standards Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
STANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / STANDARD MI.CC.L.7 Language Standards STANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	EXPECTATION	L.7.3(a)	
GRADE LEVEL EXPECTATION L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / STANDARD MI.CC.L.7 Language Standards Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION 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 / STANDARD CATEGORY	MI.CC.L.7	Language Standards
EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STRAND / STANDARD AND Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	STANDARD		Vocabulary Acquisition and Use
clue to the meaning of a word or phrase. EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). MI.CC.L.7 Language Standards Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	GRADE LEVEL EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CATEGORY MI.CC.L.7 Language Standards Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION Context or in a dictionary). MI.CC.L.7 Language Standards Vocabulary Acquisition and Use Vocabulary Acquisition and Use L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	EXPECTATION	L.7.4(a)	
STANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	EXPECTATION	L.7.4(d)	
GRADE LEVEL L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
EXPECTATION vocabulary knowledge when considering a word or phrase important to comprehension or expression.	STANDARD		Vocabulary Acquisition and Use
UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226	GRADE LEVEL EXPECTATION	L.7.6.	
			UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226

Michigan Academic Standards

Language Arts

Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY

EXPECTATION

W.7.2(f)

MI.CC.RL Reading Standards for Literature

.7.		

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

STRAND /
STANDARD
CATEGORY

MI.CC.W. Writing Standards 7.

STANDARD		Production and Distribution of Writing
GRADE LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / STANDARD CATEGORY

MI.CC.W. Writing Standards

Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GRADE LEVEL EXPECTATION

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding

STRAND / STANDARD CATEGORY

STANDARD

MI.CC.W. Writing Standards

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

plagiarism and following a standard format for citation.

STRAND / STANDARD CATEGORY

MI.CC.SL. Speaking and Listening Standards

Range of Writing

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

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

STANDARD	Conventions of Standard English
GRADE LEVEL L.7.2. EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.7.2(b) Spell correctly.

STRAND / STANDARD CATEGORY MI.CC.L.7 Language Standards

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

redundancy.

STRAND / STANDARD CATEGORY MI.CC.L.7 Language Standards

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

STRAND / STANDARD CATEGORY MI.CC.L.7 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Michigan Academic Standards
Language Arts
Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature**

.7.

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

EXPECTATION

addressed.

$\mbox{MI.CC.RI.}$ Reading Standards for Informational Text 7.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / STANDARD CATEGORY	MI.CC.RI. 7.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,

revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been

GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language

GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

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

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Michigan Academic Standards Language Arts

Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY

.7.

MI.CC.RL Reading Standards for Literature

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

STRAND / STANDARD CATEGORY

MI.CC.RI. Reading Standards for Informational Text 7.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

MI.CC.RI. Reading Standards for Informational Text 7.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RI.7.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitative orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or
LAI LOTATION		speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
	L.7.1(a)	
EXPECTATION STRAND / STANDARD	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION ST RAND / ST ANDARD CATEGORY	L.7.1(a) MI.CC.L.7	Explain the function of phrases and clauses in general and their function in specific sentences. **Language Standards**
EXPECTATION ST RAND / ST AND ARD CATEGORY ST AND ARD GRADE LEVEL	L.7.1(a) MI.CC.L.7	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION	L.7.1(a) MI.CC.L.7	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD	L.7.1(a) MI.CC.L.7	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
EXPECTATION ST RAND / ST ANDARD CATEGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION ST RAND / ST ANDARD CATEGORY	L.7.1(a) MI.CC.L.7 L.7.2. L.7.2(b) MI.CC.L.7	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards
EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY STANDARD CATEGORY STANDARD GRADE LEVEL	L.7.1(a) MI.CC.L.7 L.7.2. L.7.2(b) MI.CC.L.7	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards Knowledge of Language
EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY STANDARD CATEGORY STANDARD CATEGORY GRADE LEVEL EXPECTATION	L.7.1(a) MI.CC.L.7 L.7.2(b) MI.CC.L.7 L.7.3(a)	Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

GRADE LEVEL EXPECT ATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258
STRAND / STANDARD CATEGORY	MI.CC.RL .7.	Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010 Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / STANDARD CATEGORY	MI.CC.RL .7.	Reading Standards for Literature
STANDARD		Craft and Structure

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRANDI	MI.CC.RL
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MI.CC.RL Reading Standards for Literature

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GRADE LEVEL EXPECTATION

RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / STANDARD CATEGORY

MI.CC.W. Writing Standards
7.

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

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards

GRADE LEVEL EXPECTATION

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION

W.7.3(a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or

STRAND / STANDARD CATEGORY

EXPECTATION

MI.CC.W. Writing Standards

characters.

W.7.3(b)

7.

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards 7.

STANDARD	Researc	h to Build and Pr	esent Knowledge

GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	. Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	' Language Standards
STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272
		Michigan Academic Standards Language Arts
		Grade 7 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL .7.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND / STANDARD **CATEGORY**

MI.CC.RL Reading Standards for Literature

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STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
GRADE LEVEL EXPECTATION	RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

STRAND / STANDARD **CATEGORY**

MI.CC.RL Reading Standards for Literature

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

STRAND / STANDARD **CATEGORY**

MI.CC.W. Writing Standards

7.

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

STRAND / STANDARD **CATEGORY**

MI.CC.W. Writing Standards

7.

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

STRAND / STANDARD **CATEGORY**

MI.CC.W. Writing Standards

7.

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.7.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(a)	Explain the function of phrases and clauses in general and their function in specific sentences.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.7.2(b)	Spell correctly.

STRAND /
STANDARD
CATEGORY

MI.CC.L.7 Language Standards

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

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

STRAND / STANDARD CATEGORY

MI.CC.L.7 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Michigan Academic Standards Language Arts Grade 7 - Adopted: 2010

STRAND / STANDARD CATEGORY $\mbox{MI.CC.RI.}$ Reading Standards for Informational Text 7.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards 7.

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

EXPECTATION W.7.2(a)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 7.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 7.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD CATEGORY	MI.CC.L.7	Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.