

## Structure and Style for Students

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

### Nevada Academic Content Standards

#### Language Arts

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

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

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

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

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

**CONTENT STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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.)
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Speaking and Listening Standards**

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

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CONTENT STANDARD****Language Standards**

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

**CONTENT STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.7.4.	<b>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.</b>
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.
GRADE LEVEL 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).

**CONTENT STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD** **Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

**CONTENT STANDARD**

**Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)

INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.7.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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GRADE LEVEL 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").
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

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

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD** **Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / 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.
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INDICATOR / GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT STANDARD** **Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD** **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>

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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.6.</b>	<b>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.</b>

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

**Nevada Academic Content Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

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

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

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>	<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

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

<b>STRAND / INDICATOR</b>	<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD****Reading Standards for Literature**

STRAND / INDICATOR	Craft and Structure	
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD****Reading Standards for Literature**

STRAND / INDICATOR	Range of Reading and Level of Text Complexity	
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR	Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR	Production and Distribution of Writing	
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Speaking and Listening Standards**

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

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / 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.
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INDICATOR / GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.4.	<b>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.</b>

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.
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GRADE LEVEL 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.
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GRADE LEVEL 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).
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**CONTENT STANDARD****Language Standards**

STRAND / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR / 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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## UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

**Nevada Academic Content Standards  
Language Arts  
Grade 7 - Adopted: 2010**

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

STRAND / INDICATOR	Craft and Structure	
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

<b>STRAND / INDICATOR</b>	<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT  
STANDARD**

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT  
STANDARD**

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT  
STANDARD**

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / 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.
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**CONTENT  
STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / 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.)
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

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

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD** **Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD** **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD** **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.4.	<b>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.</b>
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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.
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GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

**Nevada Academic Content Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

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

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>	<b>Production and Distribution of Writing</b>	
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>	
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD****Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>	<b>Key Ideas and Details</b>	
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD****Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>	<b>Craft and Structure</b>	
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD****Writing Standards**

<b>STRAND / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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.

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / 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.
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INDICATOR / GRADE LEVEL EXPECTATION	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.4.	<b>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.</b>

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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	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 6 Page 61-70

**Nevada Academic Content Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

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

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

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

<b>STRAND / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>	<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR	Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR	Production and Distribution of Writing	
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR	Range of Writing	
INDICATOR / 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.

**CONTENT STANDARD****Speaking and Listening Standards**

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

GRADE LEVEL 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.

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

GRADE LEVEL 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.

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

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.7.2.b. Spell correctly.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.4.	<b>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.</b>

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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**Nevada Academic Content Standards  
Language Arts  
Grade 7 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.L. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.L. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.L. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.L. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT STANDARD**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / 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.)
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

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

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD** **Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD** **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD** **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>
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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.
GRADE LEVEL 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).

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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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**Nevada Academic Content Standards  
Language Arts  
Grade 7 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>	<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

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

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

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

GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / 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.)
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD** **Speaking and Listening Standards**

STRAND / INDICATOR		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD** **Language Standards**

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

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD** **Language Standards**

STRAND / INDICATOR		<b>Knowledge of Language</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD** **Language Standards**

STRAND / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.4.	<b>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.</b>
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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.
GRADE LEVEL 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).

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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

**Nevada Academic Content Standards  
Language Arts  
Grade 7 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>	<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

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

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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**CONTENT  
STANDARD**

**Writing Standards**

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

GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT  
STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / 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.)
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT  
STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT  
STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Knowledge of Language</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.4.	<b>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.</b>
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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.
GRADE LEVEL 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).

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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

**Nevada Academic Content Standards  
Language Arts  
Grade 7 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**



<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION      WHST.6-8.10.      Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD**      **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.

INDICATOR / 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.

INDICATOR / 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).

**CONTENT STANDARD**      **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.

INDICATOR / 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.

**CONTENT STANDARD**      **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / 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.

**CONTENT STANDARD**      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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.

**CONTENT STANDARD**

**Speaking and Listening Standards**

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

GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.

**CONTENT STANDARD**

**Language Standards**

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

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>
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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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**Nevada Academic Content Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

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

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD** **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD** **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD** **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / 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.
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**CONTENT STANDARD** **Writing Standards**

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

GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / 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.)
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Speaking and Listening Standards**

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

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>

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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140

**Nevada Academic Content Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**                      **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD**                      **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / 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.
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**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT STANDARD****Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.

**CONTENT STANDARD**      **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**CONTENT STANDARD**      **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION      L.7.2.b.      Spell correctly.

**CONTENT STANDARD**      **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

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

**CONTENT STANDARD**      **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>

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.

GRADE LEVEL 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).

**CONTENT STANDARD**      **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**Nevada Academic Content Standards  
Language Arts  
Grade 7 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD****Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**CONTENT STANDARD****Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.7.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.7.2.b. Spell correctly.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

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

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.6.</b>	<b>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.</b>

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION CCRA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Knowledge of Language</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**Nevada Academic Content Standards**  
**Language Arts**  
 Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

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

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

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD** **Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD** **Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD** **Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**CONTENT STANDARD**                      **Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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.)
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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.
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**CONTENT STANDARD****Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION

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

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION

L.7.2.b. Spell correctly.

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION

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

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>

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.

GRADE LEVEL 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).

**CONTENT STANDARD****Language Standards**

STRAND / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR / 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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UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180

**Nevada Academic Content Standards  
Language Arts  
Grade 7 - Adopted: 2010**

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

STRAND / INDICATOR	Craft and Structure	
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR	Integration of Knowledge and Ideas	
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>	<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR	Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR	Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR	Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR	Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR	Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / 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.
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**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR	Production and Distribution of Writing	
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR	Range of Writing	
INDICATOR / 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.

**CONTENT STANDARD**

**Speaking and Listening Standards**

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

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.4.	<b>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.</b>

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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**Nevada Academic Content Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD** **Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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**CONTENT STANDARD** **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD** **Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**      **Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / 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.
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**CONTENT STANDARD**      **Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**CONTENT STANDARD**      **Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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.)
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>

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.
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GRADE LEVEL 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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

GRADE LEVEL EXPECTATION	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>	<b>Craft and Structure</b>	
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>	<b>Integration of Knowledge and Ideas</b>	
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>	<b>Range of reading and Level of text Complexity</b>	
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

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

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT  
STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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.
INDICATOR / 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.

**CONTENT  
STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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.

**CONTENT  
STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.

**CONTENT  
STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.7.2.b. Spell correctly.

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

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

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>

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.

GRADE LEVEL 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).

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.6.</b>	<b>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.</b>

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**



STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD** **Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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.
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**CONTENT STANDARD** **Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.4.	<b>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.</b>

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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**Nevada Academic Content Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**CONTENT STANDARD**                      **Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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.)
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**                      **Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Knowledge of Language</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.4.	<b>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.</b>
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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.
GRADE LEVEL 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).

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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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**Nevada Academic Content Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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.
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**CONTENT STANDARD** **Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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.
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INDICATOR / 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.
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INDICATOR / 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).
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**CONTENT STANDARD** **Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD** **Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / 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.)
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.7.2.b. Spell correctly.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

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

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>

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.

GRADE LEVEL 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).

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.6.</b>	<b>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.</b>

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.



**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD** **Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

**CONTENT  
STANDARD**

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
INDICATOR / 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.

**CONTENT  
STANDARD**

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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.

**CONTENT  
STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT STANDARD****Speaking and Listening Standards**

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

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.4.</b>	<b>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.</b>

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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.6.</b>	<b>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.</b>

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272

**Nevada Academic Content Standards  
Language Arts  
Grade 7 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>	
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>	
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Conventions of Standard English</b>	
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Vocabulary acquisition and Use</b>	
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR /  
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.

INDICATOR /  
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.

INDICATOR /  
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).

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR /  
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.

INDICATOR /  
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.

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

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

GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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.)
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INDICATOR / 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.
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INDICATOR / 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.
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**CONTENT STANDARD****Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT STANDARD****Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD****Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / 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.
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**CONTENT STANDARD****Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly.
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**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.7.4.	<b>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.</b>

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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	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.

**Nevada Academic Content Standards  
Language Arts  
Grade 7 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL 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.
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GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / 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.)
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / 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.
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**CONTENT STANDARD****Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR /  
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.

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

L.7.3.

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

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

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR /  
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.