Main Criteria: Structure and Style for Students

Secondary Criteria: New York State Learning Standards and Core Curriculum

Subject: Language Arts

Grade: 7

Structure and Style for Students

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

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND /
DOMAIN /
UNIFYING
THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 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.

GRADE

EXPECTATION

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse

partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make

effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION

CONTENT SPECIFICATION

meanings. (RI&RL)

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION /	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple

EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

SPECIFICATION

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CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	7SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L

ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

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STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-32
		New York State Learning Standards and Core Curriculum

Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT	Presentation of Knowledge and Ideas
SPECIFICATIO N	
SPECIFICATIO	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
SPECIFICATIO N GRADE	
GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. New York State Next Generation English Language Arts Learning Standards
SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. New York State Next Generation English Language Arts Learning Standards English Language Arts Anchor Standards
GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. New York State Next Generation English Language Arts Learning Standards English Language Arts Anchor Standards Language Anchor Standards

EXPECTATION / 7R2:

CONTENT SPECIFICATION text. (RI&RL)

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING	Key Ideas and Details

Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a

EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
CLUSTER /		7th Grade Speaking and Listening Standards 7SL Comprehension and Collaboration
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	7SL2:	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	7SL2:	Comprehension and Collaboration Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative,
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	7SL2:	Comprehension and Collaboration Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	7SL2:	Comprehension and Collaboration Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD /		Knowledge of Language
CONCEPTUAL UNDERSTAND ING		
UNDERSTAND	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	7L3: 7L3a:	
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN /		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

EXPECTATION / CONTENT

SPECIFICATIO

Craft and Structure

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards

GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
EXPECTATION / CONTENT SPECIFICATION	7R6:	In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
GRADE EXPECTATION	7W3a:	Engage the reader by establishing a point of view and introducing a narrator and/or characters.
GRADE EXPECTATION	7W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	7W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	7SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
TRAND / DOMAIN / UNIFYING HEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
TRAND / OMAIN / INIFYING HEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L

ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4c:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING	New York State Next Generation English Language Arts Learning Standards English Language Arts Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	English Language Arts Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	English Language Arts Anchor Standards Speaking and Listening Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE	English Language Arts Anchor Standards Speaking and Listening Anchor Standards Comprehension and Collaboration STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	English Language Arts Anchor Standards Speaking and Listening Anchor Standards Comprehension and Collaboration STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual,

ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	7th Grade Reading Standards (Literary and Informational Text) 7R

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
EXPECTATION / CONTENT SPECIFICATION	7R6:	In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
GRADE EXPECTATION	7W3a:	Engage the reader by establishing a point of view and introducing a narrator and/or characters.
GRADE EXPECTATION	7W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.

GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L

ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4c:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL

STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	7SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and

following a standard format for citation.

EXPECTATION / WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT **SPECIFICATION**

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

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

THEME

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND/
DOMAIN /
UNIFYING
THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EXPECTATION

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

STANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	WHST2a: WHST2b:	Write informative/explanatory text focused on discipline-specific content. Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose. Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples. Use precise language and content-specific vocabulary to inform and/or to explain the topic.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose. Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE		Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	WHST2:	Write informative/explanatory text focused on discipline-specific content.
CONCEPTUAL UNDERSTAND		
CT AND ADD /		Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
		distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards

DOMAIN UNIFYING THEME English Language Arts Anchor Standards CATEGORY KEY IDEA Speaking and Listening Anchor Standards CONCEPTUAL UNDERSTAND ING COMPREHENSION and Collaboration CONTEST AND ING STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. GRADE EXPECTATION STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral). STRAND I DOMAIN UNIFYING THEME CATEGORY CLUSTER I KEY IDEA English Language Arts Anchor Standards CATEGORY CLUSTER I KEY IDEA CONVERTUAL UNDERSTAND ING CONVERTUAL UNDERSTAND ING CONVERTUAL UNDERSTAND ING CARDE EXPECTATION CONVENTION STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. STANDI DOMAIN I UNIFYING New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards		
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CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE STANDARD / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND Language Anchor Standards	STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND Language Anchor Standards	CLUSTER /	English Language Arts Anchor Standards
CONTENT SPECIFICATION STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. STRAND New York State Next Generation English Language Arts Learning Standards		Language Anchor Standards
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DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	EXPECTATION / CONTENT SPECIFICATIO	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND Language Anchor Standards	EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and
CONCEPTUAL UNDERSTAND	EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
	EXPECTATION / CONTENT SPECIFICATION N GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	Conventions of Academic English/Language for Learning STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. New York State Next Generation English Language Arts Learning Standards

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### EMPECTATION effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND DOMAIN	/ CONTENT SPECIFICATIO		Knowledge of Language
DOMAIN I OUNFYING THEME CATEGORY English Language Arts Anchor Standards CLUSTER English Language Arts Anchor Standards CLUSTER KEY IDEA CONCEPTUAL UNDERSTAND CONCEPTUAL UNDERSTAND CONTENT SPECIFICATION C			
STANDARD / CONCEPTUAL UNDERSTAND ING STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using conext clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using conext clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFORM THE NEW YORK State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / The Grade Reading Standards (Literary and Informational Text) 7R EXPECTATION / 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text summarize a text. (RI&RL) EXPECTATION / 7R3: Determine a theme or central idea of a text and analyze its development over the course of the text summarize a text. (RI&RL) EXPECTATION / 7R3: Informational lexts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) in informational lexts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) STRAND / DOMAIN / UNIFORM / New York State Next Generation English Language Arts Learning Standards CATEGORY / Literary and Informational Text) 7R CATEGORY / The Grade Reading Standards (Literary and Informational Text) 7R	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
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CONTENT SPECIFICATION	CONCEPTUAL UNDERSTAND		Language Anchor Standards
CATEGORY / CONTENT SPECIFICATION / 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In	/ CONTENT SPECIFICATIO		Vocabulary Acquisition and Use
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DOMAIN / UNIFFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / TR2: Determine a theme or central idea of a text and analyze its development over the course of the text, summarize a text. (RI&RL) EXPECTATION / TR3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) in informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / Tth Grade Reading Standards (Literary and Informational Text) TR			reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / TR2: Determine a theme or central idea of a text and analyze its development over the course of the text, summarize a text. (RI&RL) EXPECTATION / TR3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) New York State Next Generation English Language Arts Learning Standards Tth Grade Reading Standards (Literary and Informational Text) 7R	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
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CONTENT SPECIFICATION EXPECTATION / 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / 7th Grade Reading Standards (Literary and Informational Text) 7R	CONCEPTUAL UNDERSTAND		Key Ideas and Details
CONTENT informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards UNIFYING THEME CATEGORY / CLUSTER / 7th Grade Reading Standards (Literary and Informational Text) 7R	CONTENT	7R2:	
DOMAIN / UNIFYING THEME CATEGORY / The Grade Reading Standards (Literary and Informational Text) 7R CLUSTER /	CONTENT	7R3:	informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are
CLUSTER /	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
	CLUSTER /		7th Grade Reading Standards (Literary and Informational Text) 7R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W

STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards 7th Grade Speaking and Listening Standards 7SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	7SL2:	7th Grade Speaking and Listening Standards 7SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	7SL2:	7th Grade Speaking and Listening Standards 7SL Comprehension and Collaboration Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative,
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	7SL2:	7th Grade Speaking and Listening Standards 7SL Comprehension and Collaboration Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	7SL2:	7th Grade Speaking and Listening Standards 7SL Comprehension and Collaboration Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study New York State Next Generation English Language Arts Learning Standards

GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and

following a standard format for citation.

EXPECTATION /
CONTENT
SPECIFICATION

EXPECTATION / WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

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

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	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.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT	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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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

SPECIFICATION

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

STRAND / DOMAIN / UNIFYING THEME Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
/ CONTENT SPECIFICATIO	Conventions of Academic English/Language for Learning STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
/ CONTENT SPECIFICATIO N	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and
/ CONTENT SPECIFICATIO N GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
/ CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. New York State Next Generation English Language Arts Learning Standards

GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	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.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	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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CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	1	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	1	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND	
ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL	Language Anchor Standards
UNDERST AND ING	
	Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO	Vocabulary Acquisition and Use STANDARD 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.
EXPECTATION / CONTENT SPECIFICATION	STANDARD 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
EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.

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CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual

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CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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$\hbox{Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards }$

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
CONTENT	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources. Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
CONTENT SPECIFICATION EXPECTATION / CONTENT	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
CONTENT	RST1:	
CONTENT SPECIFICATION EXPECTATION / CONTENT		and follow a detailed set of directions. Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source
EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT	RST2:	and follow a detailed set of directions. Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source,
CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	RST2:	and follow a detailed set of directions. Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	RST2:	and follow a detailed set of directions. Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CATEGORY /	English Language Arts Anchor Standards
KEYIDEA	
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

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CONTENT

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
CLUSTER /		
CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND	WHST3:	SUBJECTS 6-8
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	WHST3:	Text Types and Purposes
CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	WHST3:	Text Types and Purposes Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	WHST3:	Text Types and Purposes Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL

drawing on several sources and generating additional related, focused questions that allow for multiple avenues of

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO	Craft and Structure

GRADE EXPECTATION

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STANDARD 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.

GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING	and integrate the information in writing while avoiding plagiarism

STANDARD /	Speaking and Listening Anchor Standards
CONCEPTUAL UNDERSTAND ING	
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W

STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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$\hbox{Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards }$

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
CONTENT	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources. Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
CONTENT SPECIFICATION EXPECTATION / CONTENT	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
CONTENT	RST2:	
CONTENT SPECIFICATION EXPECTATION / CONTENT	RST3:	distinct from prior knowledge or opinions. Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source,
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. CONTENT **SPECIFICATION** STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL CLUSTER / SUBJECTS 6-8 **KEY IDEA** STANDARD / Research to Build and Present Knowledge **CONCEPTUAL UNDERSTAND** ING EXPECTATION / WHST5: Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), CONTENT drawing on several sources and generating additional related, focused questions that allow for multiple avenues of **SPECIFICATION** exploration. EXPECTATION / WHST6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or CONTENT **SPECIFICATION** sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation. EXPECTATION / WHST7: Draw evidence from informational texts to support analysis, reflection, and research. CONTENT **SPECIFICATION**

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New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	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.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1c:	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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
EXPECTATION		

GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

TITEME		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
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		New York State Learning Standards and Core Curriculum
		Language Arts
		Grade 7 - Adopted: 2017/Effective 2020

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I HEWE	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO	Research to Build and Present Knowledge

GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make

effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION

CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	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.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY /		7th Grade Speaking and Listening Standards 7SL
CATEGORY/ CLUSTER / KEY IDEA		

EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L

STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
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UNIT 7: INVENTIVE WRITING Week 15 Page 155-163

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD /	Writing Anchor Standards
CONCEPTUAL UNDERSTAND ING	
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R6:	In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	7W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
GRADE EXPECTATION	7W3a:	Engage the reader by establishing a point of view and introducing a narrator and/or characters.
GRADE EXPECTATION	7W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD /		Vocabulary Acquisition and Use
CONCEPTUAL UNDERSTAND ING		
UNDERSTAND	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	7L4: 7L4a:	
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION		Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
UNDERSTAND ING EXPECT ATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	7L4a:	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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	7L4a:	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. 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).
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	7L4a:	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. 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). New York State Next Generation English Language Arts Learning Standards

THEME

$\hbox{Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards }$

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180
		New York State Learning Standards and Core Curriculum Language Arts Grade 7 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards

DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION		STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION		STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	ı	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	ı	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	ı	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)

SPECIFICATION

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CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.

GRADE	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
EXPECTATION		
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / JNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / JNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY I CLUSTER I KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

CONTENT SPECIFICATION

exploration.

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
CLUSTER /		
CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND	WHST3:	SUBJECTS 6-8
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	WHST3:	Text Types and Purposes
CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	WHST3:	Text Types and Purposes Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	WHST3:	Text Types and Purposes Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL

drawing on several sources and generating additional related, focused questions that allow for multiple avenues of

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

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GRADE

EXPECTATION

New York State Next Generation English Language Arts Learning Standards

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO	Craft and Structure

STANDARD 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.

GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
	English Language Arts Anchor Standards
CATEGORY / CLUSTER / KEY IDEA	

STANDARD /	Speaking and Listening Anchor Standards
CONCEPTUAL UNDERSTAND ING	
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W

STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	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.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
CLUSTER /		7th Grade Writing Standards 7W Text Types and Purposes
CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND	7W5:	
CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT	7W5:	Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7
CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	7W5:	Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	7W5:	Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable. New York State Next Generation English Language Arts Learning Standards
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	7W5:	Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable. New York State Next Generation English Language Arts Learning Standards 7th Grade Writing Standards 7W

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CATEGORY I CLUSTER I KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4c:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	7L5b:	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas

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EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
		DEADING STANDARDS FOR LITERACY IN COURSE AND TROUBLE A
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
CLUSTER /		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards 7th Grade Writing Standards 7W
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	7W1:	7th Grade Writing Standards 7W
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	7W1: 7W1a:	7th Grade Writing Standards 7W Text Types and Purposes
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		7th Grade Writing Standards 7W Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	7W1a:	7th Grade Writing Standards 7W Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an

SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

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CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND		Research to Build and Present Knowledge
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	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
GRADE EXPECTATION	WHST1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.
GRADE EXPECTATION	WHST1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under

EXPECTATION

investigation.

GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make

effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION

CONTENT SPECIFICATION

meanings. (RI&RL)

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
CONTENT	7R2: 7R3:	
CONTENT SPECIFICATION EXPECTATION / CONTENT	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are
CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) New York State Next Generation English Language Arts Learning Standards

meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple

EXPECTATION / In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or CONTENT central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the **SPECIFICATION** sections contribute to the whole and to the development of themes or central ideas. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 7th Grade Writing Standards | 7W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes CONCEPTUAL UNDERSTAND** ING **EXPECTATION** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information 7W2: / CONTENT through the selection, organization, and analysis of relevant content. **SPECIFICATIO GRADE** 7W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies **EXPECTATION** such as definition, classification, comparison/contrast and cause/effect. GRADE 7W2h: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; **EXPECTATION** include formatting, graphics, and multimedia when useful to aid comprehension. **GRADE** 7W2c: Use precise language and content-specific vocabulary to explain a topic. **EXPECTATION GRADE** 7W2e: Provide a concluding statement or section that explains the significance of the information presented. **EXPECTATION** 7W2f: **GRADE** Establish and maintain a style appropriate to the writing task. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 7th Grade Writing Standards | 7W CLUSTER / **KEY IDEA Text Types and Purposes** STANDARD / CONCEPTUAL **UNDERSTAND** ING EXPECTATION / Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 CONTENT Reading Standards to both literary and informational text, where applicable. **SPECIFICATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 7th Grade Writing Standards | 7W CLUSTER / **KEY IDEA**

STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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$\hbox{Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards }$

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
CONTENT	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources. Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
CONTENT SPECIFICATION EXPECTATION / CONTENT	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8

STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York State Learning Standards and Core Curriculum

Language Arts

Grade 7 - Adopted: 2017/Effective 2020

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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY /	English Language Arts Anchor Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Stanuarus
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	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.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
CLUSTER /		Knowledge of Language
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	7L3:	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	7L3: 7L3a:	Knowledge of Language
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
CATEGORY / CLUSTER /		Literacy 6-12 Anchor Standards for Reading Key Ideas and Details
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	1	
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT		Key Ideas and Details Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION / CONTENT		Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT	2	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION / UNIFYING	2	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

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### EMPECTATION effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND DOMAIN	/ CONTENT SPECIFICATIO		Knowledge of Language
DOMAIN I OUNFYING THEME CATEGORY English Language Arts Anchor Standards CLUSTER English Language Arts Anchor Standards CLUSTER KEY IDEA CONCEPTUAL UNDERSTAND CONCEPTUAL UNDERSTAND CONTENT SPECIFICATION C			
STANDARD / CONCEPTUAL UNDERSTAND ING STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using conext clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using conext clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFORM THE NEW YORK State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / The Grade Reading Standards (Literary and Informational Text) 7R EXPECTATION / 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text summarize a text. (RI&RL) EXPECTATION / 7R3: Determine a theme or central idea of a text and analyze its development over the course of the text summarize a text. (RI&RL) EXPECTATION / 7R3: Informational lexts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) in informational lexts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) STRAND / DOMAIN / UNIFORM / New York State Next Generation English Language Arts Learning Standards CATEGORY / Literary and Informational Text) 7R CATEGORY / The Grade Reading Standards (Literary and Informational Text) 7R	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
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CONTENT SPECIFICATION	CONCEPTUAL UNDERSTAND		Language Anchor Standards
CATEGORY / CONTENT SPECIFICATION / 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In	/ CONTENT SPECIFICATIO		Vocabulary Acquisition and Use
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DOMAIN / UNIFFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / TR2: Determine a theme or central idea of a text and analyze its development over the course of the text, summarize a text. (RI&RL) EXPECTATION / TR3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) in informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / Tth Grade Reading Standards (Literary and Informational Text) TR			reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / TR2: Determine a theme or central idea of a text and analyze its development over the course of the text, summarize a text. (RI&RL) EXPECTATION / TR3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) New York State Next Generation English Language Arts Learning Standards Tth Grade Reading Standards (Literary and Informational Text) 7R	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
EXPECTATION / TR2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL) EXPECTATION / TR3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / Tth Grade Reading Standards (Literary and Informational Text) 7R	CLUSTER /		7th Grade Reading Standards (Literary and Informational Text) 7R
CONTENT SPECIFICATION EXPECTATION / 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / 7th Grade Reading Standards (Literary and Informational Text) 7R	CONCEPTUAL UNDERSTAND		Key Ideas and Details
CONTENT informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards UNIFYING THEME CATEGORY / CLUSTER / 7th Grade Reading Standards (Literary and Informational Text) 7R	CONTENT	7R2:	· · · · · · · · · · · · · · · · · · ·
DOMAIN / UNIFYING THEME CATEGORY / The Grade Reading Standards (Literary and Informational Text) 7R CLUSTER /	CONTENT	7R3:	informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are
CLUSTER /	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
	CLUSTER /		7th Grade Reading Standards (Literary and Informational Text) 7R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	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.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	7W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

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CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
CONCEPTUAL UNDERSTAND	7L4:	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	7L4: 7L4a:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE		Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	7L4a:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	7L4a:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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. 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).
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	7L4a:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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. 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). New York State Next Generation English Language Arts Learning Standards

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT	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.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / JNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / JNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / JNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
EXPECTATION / CONTENT SPECIFICATION	RST5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

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CONTENT SPECIFICATION

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION /	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8),

drawing on several sources and generating additional related, focused questions that allow for multiple avenues of

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO	Craft and Structure

GRADE EXPECTATION

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STANDARD 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.

GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
EXI LOTATION	chosen details, and wen suddaned event sequences.
GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written
GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences. STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	7R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
EXPECTATION / CONTENT SPECIFICATION	7R6:	In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)

EXPECTATION

EXPECTATION

7W3e:

GRADE

convey experiences and events.

the narrative.

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	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.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	7W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
GRADE EXPECTATION	7W3a:	Engage the reader by establishing a point of view and introducing a narrator and/or characters.
GRADE EXPECTATION	7W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
GRADE	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	7SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	7SL1b:	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA 7th Grade Speaking and Listening Standards | 7SL

STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	7L4a:	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 EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT	7L6:	
CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	7L6:	knowledge when considering a word or phrase important to comprehension or expression. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	7L6:	knowledge when considering a word or phrase important to comprehension or expression. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND		knowledge when considering a word or phrase important to comprehension or expression. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards Literacy 6-12 Anchor Standards for Reading
CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	1	knowledge when considering a word or phrase important to comprehension or expression. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards Literacy 6-12 Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly/implicitly and make logical inferences from it, cite specific

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION /	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts

SPECIFICATION

CONTENT

and personal experiences.

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPTUAL UNDERST AND ING	Research to Build and Present Knowledge

EXPECTATION / 6 CONTENT SPECIFICATION

Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
DOMAIN / UNIFYING		
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		Standards WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

STRAND /

DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make

effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION

CONTENT SPECIFICATION

meanings. (RI&RL)

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Reading Standards (Literary and Informational Text) 7R
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	7R2:	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
CONTENT	7R2: 7R3:	
CONTENT SPECIFICATION EXPECTATION / CONTENT	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are
CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	7R3:	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) New York State Next Generation English Language Arts Learning Standards

meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple

EXPECTATION / CONTENT SPECIFICATION	7R5:	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
EXPECTATION / CONTENT SPECIFICATION	7R6:	In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	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.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	7W2e:	Provide a concluding statement or section that explains the significance of the information presented.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
GRADE EXPECTATION	7W3a:	Engage the reader by establishing a point of view and introducing a narrator and/or characters.
GRADE EXPECTATION	7W3b:	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.

GRADE EXPECTATION	7W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	7W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L

STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	7L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	7L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
CONCEPTUAL UNDERSTAND ING	7L3:	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	7L3: 7L3a:	
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	7L3a:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. New York State Next Generation English Language Arts Learning Standards 7th Grade Language Standards 7L

GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT	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.

SPECIFICATION

EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273

New York State Learning Standards and Core Curriculum Language Arts

Grade 7 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY/

New York State Next Generation English Language Arts Learning Standards

English Language Arts Anchor Standards

CATEGORY/ CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE	STANDARD 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.
EXPECTATION	

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	7W2c:	Use precise language and content-specific vocabulary to explain a topic.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL2:	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L

STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

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$\hbox{Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards } \\$

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

CONTENT SPECIFICATION

EXPECTATION / WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.