Main Criteria: Structure and Style for Students
Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts
Grade: 7

Structure and Style for Students

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

Rho de Island World-Class Standards Language Arts

Grade 7 - Adopted: 2021

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STATEMENT OF ENDURING		
STATEMENT OF ENDURING KNOWLEDGE	10	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	10	Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	10	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
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DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]	
GSE STEM		Craft and Structure	
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	
SPECIFIC INDICATOR	5	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.	
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]	
GSE STEM		Range of Reading and Level of Text Complexity	
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.	
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes	
STATEMENT OF ENDURING	2		
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STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings),	
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Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

on how well purpose and audience have been addressed.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

GSE STEM

DOMAIN

5

STATEMENT OF ENDURING		Research to Build and Present Knowledge
KNOWLEDGE		
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas

GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing

STATEMENT		
OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
OF ENDURING	1	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OF ENDURING KNOWLEDGE	2	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
OF ENDURING KNOWLEDGE GSE STEM		Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
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GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas
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GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	2	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

Indicator Interies a meanings, analyze the impact of a specific word droine or meaning and tone. (See grade 7 Language Standards 4—6 on applying knowledge of vocabulary to reading.) Analyze the studure an author uses to organize a text, including how the major sections and text features (e.g., hoadings) contribute to the whole and to the development of the ideas. Formation of the studure an author uses to organize a text, including how the major sections and text features (e.g., hoadings) contribute to the whole and to the development of the ideas. Formation of the students of the whole and to the development of the ideas. Formation of the students of the whole and to the development of the ideas. Formation of the students of the whole and to the development of the ideas. Formation of the students of the whole and to the development of the ideas. Formation of the students o			
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Production and Distribution of Writing STATEMENT OF ENDURING KNOWLEDGE GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) OMAIN Grade 7 Writing Standards [W] STATEMENT OF ENDURING KNOWLEDGE GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. SPECIFIC 5.b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4-6 up to and including grade 7).	SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 7 Writing Standards [W] Production and Distribution of Writing Froduction and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).	STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
Production and Distribution of Writing GSE STEM Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. SPECIFIC SPECIFIC INDICATOR Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).	GSE STEM	4	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. SPECIFIC INDICATOR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).	DOMAIN		Grade 7 Writing Standards [W]
approach, focusing on how well purpose and audience have been addressed. SPECIFIC SPECIFIC SPECIFIC Language Standards 4–6 up to and including grade 7).	STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
INDICATOR Language Standards 4-6 up to and including grade 7).	GSE STEM	5	
OOMAIN Grade 7 Writing Standards [W]	SPECIFIC INDICATOR	5.b.	
Orace / Writing Standards [W]	DOMAIN		Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas

GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-32
		Rhode Island World-Class Standards
		Language Arts Grade 7 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT
OF ENDURING
KNOWLEDGE

GSE STEM

Key Ideas and Details

SPECIFIC
INDICATOR

Grades 6-8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

Key Ideas and Details

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

DOMAIN	Grades 6-8 Writing Standards for	r Literacy in the Content Areas [WCA]
	3	

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 6-8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

DOMAIN

	Comprehension and Collaboration
1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
	Comprehension and Collaboration
2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
	Presentation of Knowledge and Ideas
4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	College and Career Readiness Anchor Standards for Reading
	Key Ideas and Details
1	Key Ideas and Details Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
2	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual
	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
	1.a. 1.b. 1.c. 2

GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
		Acknowledge new information expressed by others and, when warranted, modify their own views. Grade 7 Speaking and Listening Standards [SL]
INDICATOR		
DOMAIN STATEMENT OF ENDURING		Grade 7 Speaking and Listening Standards [SL]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	2	Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	2	Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Grade 7 Speaking and Listening Standards [SL]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Grade 7 Speaking and Listening Standards [SL] Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	2	Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Grade 7 Speaking and Listening Standards [SL] Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Grade 7 Speaking and Listening Standards [SL] Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.) Grade 7 Language Standards [L]

INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience
INDICATOR		interest.
INDICATOR DOMAIN		interest. Grade 7 Language Standards [L]
DOMAIN STATEMENT OF ENDURING	4	Grade 7 Language Standards [L]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	4 4.a.	Grade 7 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Orade 7 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	4.a.	Grade 7 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	4.a.	Grade 7 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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).

DOMAIN

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Speaking and Listening

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN		Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	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, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
SPECIFIC INDICATOR	6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly
SPECIFIC		with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the
SPECIFIC INDICATOR SPECIFIC	1.a.	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	1.a. 1.b.	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC SPECIFIC	1.a. 1.b.	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	1.a. 1.b.	with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards Language Arts

Grade 7 - Adopted: 2021

DOMAIN	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
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DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
	3	
SPECIFIC INDICATOR		objective summary of a text.
SPECIFIC INDICATOR		objective summary of a text. Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plo
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		objective summary of a text. Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plo Grade 7 Reading Standards
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		objective summary of a text. Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plo Grade 7 Reading Standards Grade 7 Reading Standards for Literature [RL]

SPECIFIC INDICATOR	6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN		
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Writing Standards [W] Production and Distribution of Writing
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	4	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST AT EMENT OF ENDURING KNOWLEDGE	4	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	5	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 7 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	5	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 7 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	5 5.a.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 7 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7). Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to a cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
		ides as fieeded.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
INDICATOR SPECIFIC		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.
SPECIFIC INDICATOR		Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	1.d.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Grade 7 Speaking and Listening Standards [SL] Comprehension and Collaboration Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively)

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
GSE STEM	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Reading Craft and Structure
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STATEMENT OF ENDURING KNOWLEDGE	4	Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure 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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		Craft and Structure 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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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	OF ENDURING		Presentation of Knowledge and Ideas

GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Convention of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure, Variety, and Meaning

Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

SPECIFIC

INDICATOR

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INDICATOR

1.a.

1.b.

INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards
Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
SPECIFIC	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	1	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	1	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical

SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration
STATEMENT OF ENDURING	1	
STATEMENT OF ENDURING KNOWLEDGE	1	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
ST AT EMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING		Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	2	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language Knowledge of Language 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.

GSE STEM (Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
		reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clea reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

		ONIT 4. SOMMANIZING A REFERENCE Week / Fage /1-00
		Rho de Island World-Class Standards Language Arts
		Grade 7 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as

appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

INDICATOR

SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language

GSE STEM		Range of Reading and Level of Text Complexity
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
OOMAIN		Grade 7 Reading Standards
SPECIFIC NDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
SPECIFIC NDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
GSE STEM		Craft and Structure
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
OOMAIN		Grade 7 Reading Standards
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
SPECIFIC NDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an object summary of a text.
SPECIFIC NDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
GSE STEM		Key Ideas and Details
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
OOMAIN		Grade 7 Reading Standards
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
GSE STEM	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.
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
OOMAIN		College and Career Readiness Anchor Standards for Language
		for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in

Language Standards 4-6 up to and including grade 7).

DOMAIN Grade 7 Writing Standards [W]

5.b.

SPECIFIC

INDICATOR

DOMAIN		Grade 7 Speaking and Listening Standards [SL]
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
OOMAIN		Grade 7 Writing Standards [W]
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
OOMAIN		Grade 7 Writing Standards [W]
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

STATEMENT		
OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
OF ENDURING	3	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OF ENDURING KNOWLEDGE	3	
GSE STEM SPECIFIC		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience
GSE STEM SPECIFIC INDICATOR		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. Grade 7 Language Standards [L]

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92
		Rhode Island World-Class Standards
		Language Arts
		Grade 7 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
OF ENDURING	2	Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
OF ENDURING KNOWLEDGE	2 2.a.	Write informative/explanatory texts, including the narration of historical events, scientific
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings),
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	2.a.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b. 2.d.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b. 2.d.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100
		Rhode Island World-Class Standards
		Language Arts
		Grade 7 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
OF ENDURING	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
OF ENDURING KNOWLEDGE	2 2.a.	Write informative/explanatory texts, including the narration of historical events, scientific
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings),
GSE STEM SPECIFIC INDICATOR SPECIFIC	2.a.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC SPECIFIC INDICATOR	2.a. 2.b.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b. 2.d. 2.e.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b. 2.d. 2.e.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 at Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114
		Rho de Island World-Class Standards Language Arts Grade 7 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropria for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN	Grade 7 Speaking and Listening Standards [SI	_1
DOMAN	Orace r opeaking and Listening orangalas [or	-1

spelling when writing.

DOMAIN		Orace 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134
		Rhode Island World-Class Standards Language Arts Grade 7 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STATEMENT
OF ENDURING
KNOWLEDGE

GSE STEM

Key Ideas and Details

SPECIFIC
INDICATOR

Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

SPECIFIC
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details

evidence when witing or speaking to support conclusions drawn from a text. GSE STEM 2 Determine central ideas or themes of a text and analyze their development summanize the key supporting detail and ideas. College and Career Readiness Anchor Standards for Reading STATEMENT OF ENDURING KNOWLEDGE GSE STEM 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and signative meanings, and analyze how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. GSE STEM 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. DOMAIN College and Career Readiness Anchor Standards for Reading Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as as in words. GSE STEM 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as as in words. GSE STEM 9 Analyze how two or more texts address similar theres or topics in order to build knowledge or to compare the approaches the authors take. DOMAIN College and Career Readiness Anchor Standards for Reading STATEMENT OF ENDURING Range of Reading and Level of Text Complexity OF ENDURING ROMAIN College and Career Readiness Anchor Standards for Writing Text Types and Purposes Fext Types and Purposes Fext Types and Purposes GSE STEM 2 Mine informative/explanatory texts to examine and convey complex ideas and information clearly and accurated mough the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing Produce clear and coherent witing in which the development, organization, and style are appropriate to test, purpose, and audience.			
DOMAIN College and Career Readiness Anchor Standards for Reading STATEMENT OF ENDURING KNOWLEDGE SESTEM 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. SESTEM 5 Analyze the structure of lexes, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. College and Career Readiness Anchor Standards for Reading STATEMENT OF ENDURING KNOWLEDGE SESTEM 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as as in words. CSE STEM 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. COILEGE and Career Readiness Anchor Standards for Reading STATEMENT OF ENDURING KNOWLEDGE CSE STEM 10 Independently and proficiently read and comprehend complex literary and informational texts. DOMAIN College and Career Readiness Anchor Standards for Writing STATEMENT OF ENDURING KNOWLEDGE CSE STEM 1 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurated prough the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing STATEMENT OF ENDURING College and Career Readiness Anchor Standards for Writing COILEGE and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	DOMAIN		College and Career Readiness Anchor Standards for Writing
purpose, and audience.	OF ENDURING		Production and Distribution of Writing
	GSE STEM	4	
GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to a cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparatio by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
		Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
SPECIFIC INDICATOR	1.b.	roles as needed.
	1.b.	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.
INDICATOR SPECIFIC		Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations
SPECIFIC INDICATOR SPECIFIC	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	4.d.	

DOMAIN	Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards Language Arts

		Grade 7 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to ar cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards Language Arts

Grade 7 - Adopted: 2021

DOMAIN Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR

1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN

Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT		Text Types and Purposes
OF ENDURING KNOWLEDGE		
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, a analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs an sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions o others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
CT AT EMENT		
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
OF ENDURING	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
OF ENDURING KNOWLEDGE	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
OF ENDURING KNOWLEDGE GSE STEM	1.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR	1.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR	1.a. 1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR INDICATOR	1.a. 1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING	1.a. 1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Sentence Structure, Variety, and Meaning Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph. Grade 7 Language Standards [L]

DOMAIN	Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards Language Arts

Grade 7 - Adopted: 2021

DOMAIN Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
	-	

SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Rhode Island World-Class Standards
		Language Arts

Grade 7 - Adopted: 2021

DOMAIN Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

KNOWLEDGE	
GSE STEM 1 Write arguments focused on discipline-specific content.	

SPECIFIC INDICATOR

1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT		Text Types and Purposes
OF ENDURING KNOWLEDGE		
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	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.

GSE STEM

3

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards Grade 7 Reading Standards for Literature [RL]
STATEMENT OF ENDURING		
STATEMENT OF ENDURING KNOWLEDGE	1	Grade 7 Reading Standards for Literature [RL]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2	Grade 7 Reading Standards for Literature [RL] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC		Grade 7 Reading Standards for Literature [RL] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC SPECIFIC SPECIFIC	2	Grade 7 Reading Standards for Literature [RL] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2	Grade 7 Reading Standards for Literature [RL] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	Grade 7 Reading Standards for Literature [RL] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) Determine a theme or central idea of a text and analyze its development over the course of the text, provide an objective summary of a text. Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). Grade 7 Reading Standards

SPECIFIC INDICATOR	5	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
SPECIFIC INDICATOR	6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

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STATEMENT OF ENDURING KNOWLEDGE GSE STEM Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. SPECIFIC S.D. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 1-3 up to and including grade 7). SPECIFIC S.D. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 1-3 up to and including grade 7). SPECIFIC S.D. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4-5 up to and including grade 7). STATEMENT OF ENDURING KNOWLEDGE STATEMENT OF ENDURING STATEMENT OF ENDURING STATEMENT OF ENDURING STATEMENT OF ENDURING GRADE 7 Speaking and Listening Standards [M] STATEMENT OF ENDURING CRade 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING CRADE 7 Speaking Standards [SL] STATEMENT OF SPEAKING SPEAKING SPEAKING SPEAKING SPEAKING SPEAKING SPEAKING SPEAKING SPEAKING SPEAKI	GSE STEM	4	
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STATEMENT OF ENDURING KNOWLEDGE GSE STEM 6		5.b.	
GSE STEM 6 Use technology, including current web-based communication platforms, to produce and publish writing and link to cite sources as well as to interact and collaborate with others. DOMAIN Grade 7 Writing Standards [W] STATEMENT OF ENDURING KNOWLEDGE GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. DOMAIN Grade 7 Speaking and Listening Standards [SL] STATEMENT OF ENDURING KNOWLEDGE GSE STEM 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitative orally) and explain how the ideas clarify a topic, text, or issue under study. DOMAIN Grade 7 Language Standards [L] STATEMENT OF ENDURING KNOWLEDGE GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writin Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) SPECIFIC INDICATOR 1.a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clari	DOMAIN		Grade 7 Writing Standards [W]
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INDICATOR 1.a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clari	GSE STEM	1	
			Sentence Structure, Variety, and Meaning
INDICATOR 1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).	INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
	INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards
Language Arts

Grade 7 - Adopted: 2021

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC		Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and
INDICATOR	2.b.	examples.
	2.b. 2.d.	

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light o the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as we as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDUSING KNOWLEDGE SESTEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and coresulting general and specialized retirence materials, as appropriate. GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. GRAD 7 Reading Standards STATEMENT OF ENDURING KNOWLEDGE GSE STEM Key Ideas and Details SPECIFIC 1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) SPECIFIC 2 Determine a text scentral idea(s) and analyze its/fleir development over the course of the text, provide an objective summary of a text. SPECIFIC 3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). SPECIFIC 4 Determine the meaning of words and phrases as they are used in a text, including figurative, compositive, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4-6 on applying knowledge of vocabulary to reading.) SPECIFIC 5 Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.	STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
STATEMENT OF ENDURING KNOWLEDGE OF STEM 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. GSE STEM Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary wordering. Grade 7 Reading Standards STATEMENT Grade 7 Reading Standards SPECIFIC Cities serveral pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing) SPECIFIC Determine a text's central idea(s) and analyze listified development over the course of the text, provide an objective summary of a text. SPECIFIC Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events). Crade 7 Reading Standards STATEMENT Grade 7 Reading Standards for Informational Text [R] SPECIFIC SPECIFIC Determine a text's central idea(s) and analyze listified development over the course of the text, provide an objective summary of a text. SPECIFIC The information of the standards of the information of text [R] Crade 7 Reading Standards Grade 7 Reading Standards for Informational Text [R] SPECIFIC SPECIFIC Analyze the situature Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyze the impact of a specific word choice on meaning and lone, (See grade 7 Language Standards 4-6 in applying incovidedge of vocabulary to reading.) SPECIFIC SPECIFIC Analyze the situature an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the de	GSE STEM	3	
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analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. Grade 7 Reading Standards Grade 7 Reading Standards Grade 7 Reading Standards for Informational Text [R1] Key Ideas and Details Key Ideas and Details SPECIFIC 1 Citie several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) SPECIFIC 2 Determine a texts central idea(s) and analyze its/fibrir development over the course of the text provide an objective summary of a text. SPECIFIC 3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). DOMAIN Grade 7 Reading Standards STATEMENT OF Academy Standards STATEMENT OF Academy Standards for Informational Text [R1] Grade 7 Reading Standards STATEMENT OF Academy Standards for Informational Text [R1] SPECIFIC 4 Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) SPECIFIC 5 Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., hould an author account of the development of the ideas. DOMAIN Grade 7 Reading Standards Grade 7 Reading Standards Grade 7 Reading Standards	OF ENDURING		Vocabulary Acquisition and Use
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STATEMENT OF ENDURING KNOWLEDGE SPECIFIC 1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) SPECIFIC 2 Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. SPECIFIC 3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). Grade 7 Reading Standards STATEMENT OF ENDURING KNOWLEDGE GSE STEM Craft and Structure SPECIFIC 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4-6 on applying knowledge of vocabulary to reading.) SPECIFIC 5 Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas. Grade 7 Reading Standards Grade 7 Reading Standards for Informational Text [RI]	GSE STEM	6	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
SPECIFIC Craft and Structure	DOMAIN		Grade 7 Reading Standards
SPECIFIC 1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) SPECIFIC 2 Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. SPECIFIC 3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). STATEMENT OF ENDURING KNOWLEDGE GSE STEM Craft and Structure SPECIFIC 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) SPECIFIC 5 Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas. STATEMENT OF ENDURING KNOWLEDGE Grade 7 Reading Standards Grade 7 Reading Standards for Informational Text [RI]	OF ENDURING		Grade 7 Reading Standards for Informational Text [RI]
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OF ENDURING KNOWLEDGE	SPECIFIC		technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g.,
GSE STEM Integration of Knowledge and Ideas	SPECIFIC		technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
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SPECIFIC INDICATOR	9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
GSE STEM	4	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the

use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rho de Island World-Class Standards Language Arts

Grade 7 - Adopted: 2021

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

DOMAIN

Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

DOMAIN

Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Reading Craft and Structure
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	4	Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure 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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		Craft and Structure 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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING		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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	5	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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	7	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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	7	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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
GSE STEM SPECIFIC		Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience
SPECIFIC INDICATOR		Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. Grade 7 Language Standards [L]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. Grade 7 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. Grade 7 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	3.a. 4 4.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. Grade 7 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SPECIFIC INDICATOR	5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rho de Island World-Class Standards
		Language Arts
		Grade 7 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	3	

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
SPECIFIC INDICATOR	3	Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.a.	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections.

SPECIFIC INDICATOR	1.b.	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
SPECIFIC INDICATOR	1.c.	Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

avenues of exploration.

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards Grade 7 Reading Standards for Informational Text [RI]
STATEMENT OF ENDURING		-
STATEMENT OF ENDURING KNOWLEDGE	1	Grade 7 Reading Standards for Informational Text [RI]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	1 2	Grade 7 Reading Standards for Informational Text [RI] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Grade 7 Reading Standards for Informational Text [RI] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC SPECIFIC SPECIFIC	2	Grade 7 Reading Standards for Informational Text [RI] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2	Grade 7 Reading Standards for Informational Text [RI] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	Grade 7 Reading Standards for Informational Text [RI] Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.) Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). Grade 7 Reading Standards

SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.a.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
SPECIFIC INDICATOR	1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
SPECIFIC INDICATOR	1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
	1.e.	Provide a concluding statement or section that follows from and supports the argument presented. Grade 7 Writing Standards [W]
INDICATOR	1.e.	
DOMAIN STATEMENT OF ENDURING	1.e.	Grade 7 Writing Standards [W]

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience

SPECIFIC

INDICATOR

3.a.

interest.

DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards Language Arts

Grade 7 - Adopted: 2021

		Grade 7 - Adopted, 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

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Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN

Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

DOMAIN

Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Reading Craft and Structure
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	4	Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
ST AT EMENT OF ENDURING KNOWLEDGE		Craft and Structure 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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM		Craft and Structure 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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING		Craft and Structure 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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	5	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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	5	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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Writing

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language

GSE STEM	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.	
DOMAIN		College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use	
GSE STEM	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.	
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.	
DOMAIN		Grade 7 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]	
GSE STEM		Key Ideas and Details	
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)	
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an object summary of a text.	
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
DOMAIN		Grade 7 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]	
GSE STEM		Craft and Structure	
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.	
DOMAIN		Grade 7 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]	
GSE STEM		Range of Reading and Level of Text Complexity	
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.	

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and

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including grade 7).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
SPECIFIC	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	1	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	1	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical

SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure

GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as we as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	6	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use 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. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM		Vocabulary Acquisition and Use 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. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING		Vocabulary Acquisition and Use 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. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. Grade 7 Reading Standards
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use 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. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. Grade 7 Reading Standards Grade 7 Reading Standards for Informational Text [RI]

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

events, or how individuals influence ideas or events).

SPECIFIC

INDICATOR

DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

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

GSE STEM

SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards
		Language Arts

Grade 7 - Adopted: 2021

DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SPECIFIC INDICATOR	5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR	5	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.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
		Text Types and Purposes
STATEMENT OF ENDURING KNOWLEDGE		

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

GSE STEM

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT	Vocabulary Acquisition and Use
OF ENDURING	
KNOWLEDGE	

GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
	10	
INDICATOR	10	and perspectives and exhibiting complexity appropriate for at least grade 7.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258

Rhode Island World-Class Standards Language Arts

Grade 7 - Adopted: 2021

DOMAIN Grades 6-8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE	Text Types and Purposes	
GSE STEM	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	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, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
SPECIFIC INDICATOR	6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
OF ENDURING	8	Research to Build and Present Knowledge When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
OF ENDURING KNOWLEDGE	9	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of
OF ENDURING KNOWLEDGE GSE STEM		When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research,
OF ENDURING KNOWLEDGE GSE STEM GSE STEM		When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING		When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. Grade 7 Writing Standards [W]
OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	9	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. Grade 7 Writing Standards [W] Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

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Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying

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DOMAIN	Grades 6–8 Writing Standards for	Literacy in the Content Areas [WCA]
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knowledge of vocabulary.)

GSE STEM

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STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING		Production and Distribution of Writing

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
OF ENDURING	2	Comprehension and Collaboration Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
OF ENDURING KNOWLEDGE	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and
OF ENDURING KNOWLEDGE	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. College and Career Readiness Anchor Standards for Reading
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	1	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM	1 2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM GSE STEM	1 2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a 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.

GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.

SPECIFIC INDICATOR	3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	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, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
SPECIFIC INDICATOR	6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
INDICATOR	1.a.	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
INDICATOR	1.b.	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).
INDICATOR	1.d.	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rho de Island World-Class Standards
		Language Arts Grade 7 - Adopted: 2021
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
DOMAIN		Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings),
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	2 2.a.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN		Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Grade 7 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
DOMAIN		Grade 7 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN		Grade 7 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Grade 7 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)