Main Criteria: Structure and Style for Students Secondary Criteria: Wisconsin Academic Standards Subject: Language Arts

Grade: 7

Structure and Style for Students

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

Wisconsin Academic Standards

Language Arts

Grade 7 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety o

high-stakes and low-stakes purposes.

FOCUS AREA

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DOMAIN		Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading 6-12
CONTENT ST AND ARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
E STANDARD / LEARNING	R.7.1	Key Ideas and Details Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.7.1.b.	With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
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		Wisconsin Academic Standards Language Arts Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT ST ANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

DOMAIN

Writing Standards 6-12

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.7.1.b.	With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

PERFORMANC E STANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44
		Wisconsin Academic Standards Language Arts Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.7.3	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well- structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Speaking & Listening 6-12
CONTENT ST ANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.7.1.b.	With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
DOMAIN		Language 6-12

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling

Wisconsin Academic Standards

Language Arts

Grade 7 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Reading
CONT ENT ST AND ARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E STANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.3	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well- structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

DOMAIN

Writing Standards 6-12

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas
		efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		efficiently, as well as to interact and collaborate with others, including linking to and citing sources. Speaking & Listening 6-12
DOMAIN CONTENT STANDARD		
CONTENT		Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	SL.7.1	Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	SL.7.1 SL.7.1.b.	Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT		Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices

DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60
		Wisconsin Academic Standards
		Language Art s Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT ST ANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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Anchor Standards for Writing

		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN

CONTENT ST ANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes

LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
E STANDARD / LEARNING	W.7.8	Inquiry to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	W.7.8 W.7.9	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; 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 analysis, reflection, and inquiry. (Apply grade 7 Reading
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; 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 analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; 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 analysis, reflection, and inquiry. (Apply grade 7 Reading standards) Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING	W.7.9	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; 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 analysis, reflection, and inquiry. (Apply grade 7 Reading standards) Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	W.7.9	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; 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 analysis, reflection, and inquiry. (Apply grade 7 Reading standards) Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
DOMAIN CONTENT STANDARD		Language 6-12 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
CONTENT		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	L.7.2	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	L.7.2 L.7.2.a.	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language 6-12 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional

DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 61-70
		Wisconsin Academic Standards Language Arts
		Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details

Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific

Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

textual evidence when writing or speaking to support conclusions drawn from the text.

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CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

DOMAIN Writing Standards 6-12

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)

DOMAIN

Speaking & Listening 6-12

CONTENT Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and how those choices differ for culture and context. PERFORMANC Comprehension and Collaboration DESCRIPTOR / SL.72 Analyze the main ideas and supporting details presented in diverse media and homats and explain how the ideas clarify a topic, text or issue under study. DESCRIPTOR / SL.72 Analyze the main ideas and supporting details presented in diverse media and homats and explain how the ideas clarify a topic, text or issue under study. DOMAIN Language 6-12 CONTENT Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how these choices differ for culture and context. PERFORMANC Knowledge of Language ESTANDARD // LEANING Demonstrate an understanding of how language functions in different cultures, contexts, and effective choices when composing, creating, and speaking. ESTANDARD // LEANING L7.1. DESCRIPTOR // L7.1. Demonstrate an understanding of how language functions in different cultures, contexts, and more fully when reading and listening, and make effective choices when composing, creating, and speaking. LEARNING CONTINUUM L7.1.			
E STANDARD / E STANDARD / E SCRIPTOR / S.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking cleary. LEARNING CONTRULUM SL7.1. With guidance and support set and text specific norms and guids for collogial discussions (e.g., gaining attention in respecific ways, actively listering, speaking one at a time about the topics and texts under discussion). DOMAIN Speaking & Listening 6-12 CONTENT Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and with those choices differ for culture and context. PERFORMANC E STANDARD / CONTENT SL7.2 Analyce the main ideas and supporting details presented in diverse media and bornats and explain how the ideas clearly a topic, text, or issue under study. DDMAIN Language 6-12 CONTENT STANDARD / FERFORMANC E STANDARD / E STANDAR			and situations in order to meet communicative goals. Be able to justify intentional language choices
FOCUS AREA with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's' LEARNING CONTINUUUM \$1.71b. With guidance and support set and tack specific noms and goals for collegial discussion (e.g., gaining attention in respeciful ways, actively listering, speaking one at a time about the topics and texts under discussion). DOMAIN Speaking & Listening 6-12 CONTENT Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences. and situations in order to meet communicative goals. Be able to justify intentional language choices and texts under discussion? PERFORMANC SL7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas concerts. PERFORMANC SL7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas of concerts. Apply this knowledge to meet communicative goals when composing, creating, and hanguage and convention choices and explain how those choices differ for culture and context. PERFORMANC L-7.4 Demonstrate an understanding of how language functions in different cultures space file: who choices and explain how those choices and explain how these choices when composing, creating, and speaking. <t< td=""><td>E STANDARD / LEARNING</td><td></td><td>Comprehension and Collaboration</td></t<>	E STANDARD / LEARNING		Comprehension and Collaboration
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E ST ANDARD / Interview DESCRIPTOR / L.7.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. LEARNING L.7.1.a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. LEARNING L.7.1.a. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). DOMAIN Language 6-12 CONTENT Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. PERFORMANC E ST ANDARD / LEARNING PRIORITY Vocabulary Acquisition and Use DESCRIPTOR / L.7.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level			and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional
FOCUS AREA disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. LEARNING CONTINUUM L.7.1.a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. LEARNING CONTINUUM L.7.1.b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). DOMAIN Language 6-12 CONTENT STANDARD Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. PERFORMANC E STANDARD / LEARNING PRIOR / L.7.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level	E STANDARD / LEARNING		Knowledge of Language
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CONTENT STANDARDOverarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.PERFORMANC E ST ANDARD / LEARNING PRIORITYVocabulary Acquisition and UseDESCRIPTOR / L.7.2L.7.2Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level		L.7.1.b.	
ST ANDARDand contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.PERFORMANC E ST ANDARD / LEARNING PRIORIT YVocabulary Acquisition and UseDESCRIPTOR /L.7.2Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level	DOMAIN		Language 6-12
E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / L.7.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level			and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional
	E STANDARD / LEARNING		Vocabulary Acquisition and Use
specialized reference materials, and apply word solving strategies (for meaning) as appropriate		L.7.2	reading and content; use context clues, analyze meaningful word parts, consult general and

LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80
		Wisconsin Academic Standards Language Arts Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT ST ANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Speaking & Listening
DOMAIN CONTENT STANDARD		Anchor Standards for Speaking & Listening Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. 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.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. 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. Anchor Standards for Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. 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. Anchor Standards for Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convertion choices and explain how those choices differ for culture and context.

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for
CONTENT STANDARD		many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
		many purposes (including enjoyment), including texts that reflect one's experiences and experiences
STANDARD PERFORMANC E STANDARD / LEARNING	R.7.1	many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
STANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	R.7.1 R.7.2	many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) Reading 6-12 Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences

DESCRIPTOR / R.7.5 FOCUS AREA In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)

DOMAIN Writing Standards 6-12

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
DOMAIN CONTENT STANDARD		Writing Standards 6-12 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
CONTENT		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W.7.3	Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	W.7.3 W.7.3.c.	Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes

DOMAIN Writing Standards 6-12

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.7.1.b.	With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.

LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92
		Wisconsin Academic Standards Language Arts Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LEARNING CONTINUUM	W.7.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well- structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.

LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E STANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling

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Grade 7 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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		Anchor Standards for Writing
DOMAIN CONTENT STANDARD		Anchor Standards for Writing Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
CONTENT		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W1.	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR /	W1. W2.	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Text Types and Purposes: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Text Types and Purposes: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. Compose writing for a variety of modes to examine and convey complex ideas and information clearly and
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR /	W2.	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Text Types and Purposes: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	W2.	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Text Types and Purposes: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	W.7.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-
CONTINUUM		structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
DOMAIN		establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue,
		establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
DOMAIN		establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. Writing Standards 6-12 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W.7.3	establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. Writing Standards 6-12 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	W.7.3 W.7.3.a.	establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. Writing Standards 6-12 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. Writing Standards 6-12 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes Create writing that utilizes: Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING CONTINUUM LEARNING CONTINUUM	W.7.3.a.	establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. Writing Standards 6-12 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes Create writing that utilizes: Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING CONTINUUM LEARNING CONTINUUM	W.7.3.a.	establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. Writing Standards 6-12 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN CONTENT STANDARD PERFORMANC ESTANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM LEARNING CONTINUUM	W.7.3.a.	establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. Writing Standards 6-12 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes Create writing that utilizes: Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. Writing Standards 6-12 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)

DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12

		and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114
		Wisconsin Academic Standards
		Language Arts Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT ST ANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W2. W3.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and
FOCUS AREA		Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS AREA DESCRIPTOR / FOCUS AREA		Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. Anchor Standards for Writing Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Reading 6-12
CONT ENT ST AND ARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)

DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.7	Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.7.1.b.	With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.

LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134
		Wisconsin Academic Standards Language Art s Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Reading 6-12

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.7	Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
		and situations in order to meet communicative goals. Be able to justify intentional language choices
STANDARD PERFORMANC E STANDARD / LEARNING	SL.7.1	and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR /	SL.7.1 SL.7.1.b.	and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA LEARNING		and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM		and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT		and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONT ENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING		and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140
		Wisconsin Academic Standards
		Language Art s Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Reading 6-12

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.7	Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.

LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 7: INVENTIVE WRITING Week 13 Page 141-148
		Wisconsin Academic Standards Language Arts Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONT ENT ST AND ARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time
		frames (a single sitting or a day or two).

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge

DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.7.1.b.	With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
LEARNING CONTINUUM	SL.7.1.c.	Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 7: INVENTIVE WRITING Week 14 Page 149-154
		Wisconsin Academic Standards
		Language Arts Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
DOMAIN CONTENT STANDARD		Anchor Standards for Writing Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
CONTENT		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W7.	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR /	W7. W8.	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Inquiry to Build and Present Knowledge Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Inquiry to Build and Present Knowledge Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR /	W8.	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Inquiry to Build and Present Knowledge Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	W8.	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two). Inquiry to Build and Present Knowledge Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LEARNING CONTINUUM	W.7.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well- structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT ST ANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPT OR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Wisconsin Academic Standards
		Language Arts
		Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.3	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well- structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:

DOMAIN Writing Standards 6-12 SYATNDARD Overarching Statement: Writing outpress and addingees over axtended time frames (time for inquiry, reflection, and revision) FERFORMANCE Image: Comparison of the statement within a comparison of writing FERFORMANCE Image: Comparison of the statement within a comparison of writing FERFORMANCE Image: Comparison of the statement within a comparison of writing FERFORMANCE Image: Comparison of the statement within a comparison of writing DESCRIPTOR / Wr.3 Writing statement withing and rebutakly suffering to busing uppees and addies, develop and steengthen writing as needed by planning, reveling, ediling, reveling, ediling, reveling, or trying a new approach, locusing on how well purposes and address here development, include withing to busing uppees and ediles develop and steengthen writing as needed by planning, reveling, ediling, reveling, ediling, reveling, or trying a new approach, locusing on how well purposes and address here development, include inferion and comparison and clease edificiently, as well as to interact and collaborate who obters, including linking to and clease steeled. DMAIN Speaking & Listening 6-12 COMAIN Speaking & Listening 5-12 COMAIN Speaking & Listening 1-12 understate and collaboration PRECISIONANCE Speaking & Listening 5-12 COMAIN Surgers 5-12 COMAIN Surgers 5-12 <	LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
STANDARD tasks, purposes, and audiences over öxtended time frames (time for inquity, reflection, and revision) and shorter time frames. PERFORMANC Production and Distribution of Writing PERFORMANC Production and Distribution of Writing DESCRIPTOR / W7.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and sple are culturally-sustaining and theorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) DESCRIPTOR / W7.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and sple are culturally-sustaining and theorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) DESCRIPTOR / W7.4 With some guidance and support from peers and adule, develop and stengthen writing as needed by planning, revising and present the relationships between information and ideas efficients, as well as to interact and collaborate with orbers, including linking to and cling sources. DOMAIN Speaking & Listening 6-12 CONTENT SL7.2 CONTENT SL7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clearly a tipic, ex, or issue under standy. DESCRIPTOR / SL7.2 Analyze the main ideas and suppo	DOMAIN		Writing Standards 6-12
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CONTENT STANDARDOverarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional	E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /		Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. Language 6-12 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Knowledge of Language Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and listening, and make
STANDARD and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional	E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA	L.7.1	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. Language 6-12 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Knowledge of Language Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in
	E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONT ENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA	L.7.1	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. Language 6-12 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Knowledge of Language Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.

PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING	L.7.6.b.	Correct spelling

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Grade 7 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language

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ST ANDARD many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. PERFORMANC E ST ANDARD / LEARNING	DOMAIN		Reading 6-12
E ST ANDARD / LEARNING			many purposes (including enjoyment), including texts that reflect one's experiences and experiences
	E ST ANDARD / LEARNING		Craft and Structure

DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

DESCRIPTOR / W.7.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other FOCUS AREA interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. DOMAIN Writing Standards 6-12 CONTENT Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic ST AND ARD tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. PERFORMANC Inquiry to Build and Present Knowledge E STANDARD / LEARNING **PRIORITY** DESCRIPTOR / W77 Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, FOCUS AREA focused questions for further research and investigation. DESCRIPTOR / W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the FOCUS AREA credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. DESCRIPTOR / W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading FOCUS AREA standards) DOMAIN Speaking & Listening 6-12 CONTENT Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, ST AND ARD and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. PERFORMANC **Comprehension and Collaboration** E STANDARD / LEARNING **PRIORITY DESCRIPTOR /** SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) FOCUS AREA with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. LEARNING SL.7.1.b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in CONTINUUM respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). DOMAIN Speaking & Listening 6-12 CONTENT Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, **STANDARD** and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. PERFORMANC **Comprehension and Collaboration** E STANDARD / LEARNING **PRIORITY** DESCRIPTOR / SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas FOCUS AREA clarify a topic, text, or issue under study. DOMAIN Language 6-12 CONTENT Overarching Statement: Demonstrate an understanding of how language functions in different cultures **STANDARD** and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT		Overarching Statement: Demonstrate an understanding of how language functions in different cultures
STANDARD		and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
		and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional
ST ANDARD PERFORMANC E ST ANDARD / LEARNING	L.7.5	and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186
		Wisconsin Academic Standards
		Wisconsin Academic Standards Language Arts
		Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Language

CONTENT		Demonstrate an understanding of how language functions in different cultures and contexts. Apply
STANDARD		this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
DOMAIN CONTENT STANDARD		Anchor Standards for Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
CONTENT		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	L6.	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	L6.	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Conventions of Standardized English Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	L6.	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Conventions of Standardized English Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	L6.	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Conventions of Standardized English Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Reading 6-12 Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	L6.	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Conventions of Standardized English Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Reading 6-12 Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.7	Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses

DOMAIN

Language 6-12

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196
<u></u>		Wisconsin Academic Standards
		Language Arts
		Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT ST AND ARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E STANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
	R.7.1 R.7.2	
FOCUS AREA		(RI&RL) Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over
FOCUS AREA DESCRIPTOR / FOCUS AREA		(RI&RL) Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		 (RI&RL) Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) Reading 6-12 Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences

DESCRIPTOR / R.7.5 FOCUS AREA

FOCUS AREA

In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)

DOMAIN Writing Standards 6-12 CONTENT Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic **STANDARD** tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. PERFORMANC Text Types and Purposes E STANDARD / LEARNING **PRIORITY** DESCRIPTOR / W.7.2 Write text in a variety of modes: FOCUS AREA LEARNING W.7.2.a. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), CONTINUUM acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources. W72h I FARNING Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and CONTINUUM organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. DOMAIN Writing Standards 6-12 CONTENT Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic **STANDARD** tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. PERFORMANC **Production and Distribution of Writing** E ST ANDARD / LEARNING **PRIORITY** DESCRIPTOR / W.7.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and FOCUS AREA style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) DESCRIPTOR / W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, FOCUS AREA revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. DESCRIPTOR / W.7.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other FOCUS AREA interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. DOMAIN Writing Standards 6-12 CONTENT Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic ST AND ARD tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. PERFORMANC Inquiry to Build and Present Knowledge E STANDARD / LEARNING **PRIORITY** DESCRIPTOR / W.7.7 Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related.

focused questions for further research and investigation.

DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226
		Wisconsin Academic Standards
		Language Art s Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.7	Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
DOMAIN CONTENT STANDARD		Language 6-12 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
CONTENT		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	L.7.2	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	L.7.2 L.7.2.a.	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language 6-12 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional

DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 227-234
		Wisconsin Academic Standards
		Language Arts
		Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR /R1.Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific
textual evidence when writing or speaking to support conclusions drawn from the text.

 DESCRIPTOR / FOCUS AREA
 R2.
 Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

 DESCRIPTOR / FOCUS AREA
 R3.
 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English

DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes

FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
		tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)
ST ANDARD PERFORMANC E ST ANDARD / LEARNING	W.7.7	tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	W.7.7 W.7.8	tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Inquiry to Build and Present Knowledge Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related,
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Inquiry to Build and Present Knowledge Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR /	W.7.8	tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Inquiry to Build and Present Knowledge Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; 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 analysis, reflection, and inquiry. (Apply grade 7 Reading
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	W.7.8	tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Inquiry to Build and Present Knowledge Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; 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 analysis, reflection, and inquiry. (Apply grade 7 Reading standards)

DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPT OR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258
		Wisconsin Academic Standards
		Language Arts Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT		
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.

DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.

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Writing Standards 6-12

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.7	Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)
DOMAIN		Speaking & Listening 6-12
CONTENT ST ANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12

STADDARD and contexts, Apply this knowledge to meet communicative galas where composing, creating, and the comprehend more fully where reading and takening. Be able to justity intentional language and convention choices and captain how those choices differ for culture and context. PERFORMANC Knowledge of Language ESTADDARD L-1.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and make effective choices when composing, creating, and make effective choices when composing, creating, and pasking. DESCREPTOR L-1.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening. LEARING L-1.1 Demonstrate an understanding of how language functions in different cultures and context and context an understanding of how language functions in different cultures and context and pask pask pask pask pask pask pask pask			
EST ADARD (EXAMING PRIORITY Log Log <thlog<< td=""><td></td><td></td><td>speaking, and to comprehend more fully when reading and listening. Be able to justify intentional</td></thlog<<>			speaking, and to comprehend more fully when reading and listening. Be able to justify intentional
PCCUS AREA disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. LEANNING L71a. Recognite that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. LEARNING L71b. Determine the language demands of a whing/speaking situation; respond in appropriate ways (e.g., precise and concesse language; extended and descriptive language; incorporation of code-meshing, etc.). DOMAIN Language 6-12 CONTENT Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening, creating, and speaking, and to comprehend more fully when reading and listening, creating, and speaking, and to comprehend more fully when reading and listening, creating, and speaking, and to comprehend more fully when reading and listening is contrast. PERFORMANC L-2.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level specialized reference materials, and apply word solving strategies (for meaning) as appropriate DESCRIPTOR / L-2.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level specialized reference materials, and apply word solving strategies (for meaning) as appropriate LEARNING L-2.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level speaking, and to comprehend more fully when reading and listening. <td>E STANDARD / LEARNING</td> <td></td> <td>Knowledge of Language</td>	E STANDARD / LEARNING		Knowledge of Language
CONTINUUM power relationships. LEARNING CONTINUUM L71b. Determine the language demands of a writing/speaking shuation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). DOMAIN Language 6-12 CONTENTUM Overarching Statement: Demonstrate an understanding of how language functions in different sultures and concess. Apply this knowledge to meet communicative goals when composing, creating, and of spaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. PERFORMANCE EST ANDARD Vocabulary Acquisition and Use EST ANDARD L7.2 DESCENTAREA L7.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level spacialized reference materials, and apply word solving strategies (for meaning) as appropriate LEARNING CONTINULM L7.2. 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 Language 6-12 CONTENT STANDARD Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts, Apply this knowledge to meet communicative goals when composing, crasting, and contexts, Apply this knowledge to meet communicative goals when composing, crasting, a		L.7.1	disciplines; apply this knowledge to comprehend more fully when reading and listening, and make
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English. Appropriately use and explain the intended purpose of language choice with:		L.7.5	usage when writing or speaking. Discern when and where it is appropriate to use standardized

LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258
		Wisconsin Academic Standards
		Language Art s Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	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.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.3	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LEARNING CONTINUUM	W.7.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well- structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
DOMAIN		Writing Standards 6-12
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:

LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the
		credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		
DOMAIN CONTENT STANDARD		plagiarism and following a standard format for citation.
CONTENT		plagiarism and following a standard format for citation. Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	SL.7.1	plagiarism and following a standard format for citation. Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	SL.7.1 SL.7.1.b.	plagiarism and following a standard format for citation. Speaking & Listening 6-12 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
DOMAIN CONTENT STANDARD		Language 6-12 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
CONTENT		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	L.7.2	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	L.7.2 L.7.2.a.	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language 6-12 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional

DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.7.6.b.	Correct spelling
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272
		Wisconsin Academic Standards
		Language Arts
		Grade 7 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT ST ANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	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.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	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		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading 6-12
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

	Key Ideas and Details
R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
R.7.3	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)
	Reading 6-12
	Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
	Craft and Structure
R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
R.7.5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
	Writing Standards 6-12
	Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
	Text Types and Purposes
W.7.2	Write text in a variety of modes:
W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well- structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
	Writing Standards 6-12
	Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
	R.7.2 R.7.3 R.7.4 R.7.4 R.7.5 W.7.2 W.7.2.b.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN		Speaking & Listening 6-12
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.7.1.a.	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN		Language 6-12
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
DOMAIN		Language 6-12
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
LEARNING CONTINUUM	L.7.5.a.	Phrases and clauses		
DOMAIN		Language 6-12		
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different culture and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.		
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English		
DESCRIPTOR / FOCUS AREA	L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:		
LEARNING CONTINUUM	L.7.6.b.	Correct spelling		
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273		
		Wisconsin Academic Standards Language Arts Grade 7 - Adopted: 2020/Implement 2021		
DOMAIN		Anchor Standards for Reading		
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.		
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure		
DESCRIPTOR / FOCUS AREA	R4.	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		Anchor Standards for Writing		
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).		
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:		
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety or high-stakes and low-stakes purposes.		
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.		

Anchor Standards for Writing

CONTENT ST ANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
DOMAIN		Writing Standards 6-12
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.7.3	Create writing that utilizes:
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.

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Writing Standards 6-12

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.		
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing		
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
DESCRIPTOR / FOCUS AREA	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
DOMAIN		Speaking & Listening 6-12		
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.		
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration		
DESCRIPTOR / FOCUS AREA	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.		
DOMAIN		Language 6-12		
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.		
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language		
DESCRIPTOR / FOCUS AREA	L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).		
DOMAIN		Language 6-12		
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.		
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use		
DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.		