

MCS Seventh Grade MS CCR ELA Standards by Nine Weeks

First Nine Weeks Standards:

Reading Literature: 7.RL.1; 7.RL.2; 7.RL.3; 7.RL.4; 7.RL.7; 7.RL.10

Reading Informational Text: 7.RI.1; 7.RI.2; 7.RI.3; 7.RI.4; 7.RI.6; 7.RI.10

Reading Foundational Skills:

Writing: 7.W.1; 7.W.2,a,b,c,d,e,f; 7.W.3,a,b,c,d,e; 7.W.4; 7.W.5; 7.W.7; 7.W.9,a,b; 7.W.10

Speaking and Listening: 7.SL.1,a,b,c,d; 7.SL.3; 7.SL.4; 7.SL.6

Language: 7.L.1,a,b; 7.L.2,a,b; 7.L.3,a; 7.L.4,a,b,c,d; 7.L.5,a,b,c; 7.L.6

Second Nine Weeks Standards:

Review Skills:

Reading Literature: 7.RL.1; 7.RL.2; 7.RL.3; 7.RL.4; 7.RL.7; 7.RL.10

Reading Informational Text: 7.RI.1; 7.RI.2; 7.RI.3; 7.RI.4; 7.RI.6; 7.RI.10

Reading Foundational Skills:

Writing: 7.W.1; 7.W.2,a,b,c,d,e,f; 7.W.3,a,b,c,d,e; 7.W.4; 7.W.5; 7.W.7; 7.W.9,a,b; 7.W.10

Speaking and Listening: 7.SL.1,a,b,c,d; 7.SL.3; 7.SL.4; 7.SL.6

Language: 7.L.1,a,b; 7.L.2,a,b; 7.L.3,a; 7.L.4,a,b,c,d; 7.L.5,a,b,c; 7.L.6

New Skills:

Reading Literature: 7.RL.5; 7.RL.6; 7.RL.9

Reading Informational Text: 7.RI.5; 7.RI.8

Writing: 7.W.1a,b,c,d,e

Third Nine Weeks Standards:

Review Skills:

Reading Literature: 7.RL.1; 7.RL.2; 7.RL.3; 7.RL.4; 7.RL.5; 7.RL.6; 7.RL.7; 7.RL.9; 7.RL.10

Reading Informational Text: 7.RI.1; 7.RI.2; 7.RI.3; 7.RI.4; 7.RI.5; 7.RI.6; 7.RI.8; 7.RI.10

Reading Foundational Skills:

Writing: 7.W.1,a,b,c,d,e; 7.W.2,a,b,c,d,e,f; 7.W.3,a,b,c,d,e; 7.W.4; 7.W.5; 7.W.7; 7.W.9,a,b; 7.W.10

Speaking and Listening: 7.SL.1,a,b,c,d; 7.SL.3; 7.SL.4; 7.SL.6

Language: 7.L.1,a,b; 7.L.2,a,b; 7.L.3,a; 7.L.4,a,b,c,d; 7.L.5,a,b,c; 7.L.6

New Skills:

Speaking and Listening: 7.SL.2

Fourth Nine Weeks Standards:

Review Skills:

Reading Literature: 7.RL.1; 7.RL.2; 7.RL.3; 7.RL.4; 7.RL.5; 7.RL.6; 7.RL.7; 7.RL.9; 7.RL.10

Reading Informational Text: 7.RI.1; 7.RI.2; 7.RI.3; 7.RI.4; 7.RI.5; 7.RI.6; 7.RI.8; 7.RI.10

Reading Foundational Skills:

Writing: 7.W.1,b; 7.W.2,a,b,c,d,e,f; 7.W.3,a,b,c,d,e; 7.W.4; 7.W.5; 7.W.7; 7.W.9,a,b; 7.W.10

Speaking and Listening: 7.SL.1,a,b,c,d; 7.SL.2; 7.SL.3; 7.SL.4; 7.SL.6

Language: 7.L.1,a,b; 7.L.2,a,b; 7.L.3,a; 7.L.4,a,b,c,d; 7.L.5,a,b,c; 7.L.6

New Skills:

Reading Informational Text: 7.RI.9

Writing: 7.W.8

Speaking and Listening: 7.SL.5

*Yellow highlight for accelerated curriculum

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1* 2* 3* 4* 1* 2* 3* 4* 1* 2* 3* 4* 1* 2* 3* 4*	I can determine what the text says explicitly and implicitly . I can make an inference. I can cite from multiple texts. I can cite from multiple texts to support my analysis.	Accelerated seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about multiple texts they read. Students need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do this work, students need practice in locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text. At this level, seventh grade accelerated students continue to make inferences and draw conclusions based upon the relationship between the support (key details) they find in the text and the background information they bring to the reading. Seventh grade accelerated students analyze and interpret the author’s use of coherent language to build relationships between ideas and evidence in a text. They can use partner, small group and whole class discussion as well as note-taking and graphic organizers to clarify their thinking about the development of the author’s theme over the course of the text .
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	7.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate objective summary of the text based upon this analysis.	1* 2* 3* 4* 1* 2* 3* 4* 1 2 3* 4* 1 2 3* 4*	I can identify a central idea of a text. I can identify a theme of a text. I can analyze the development of the theme/central idea over the course of the text. I can relate the theme to the story elements of the text. I can produce an objective summary.	Seventh grade accelerated students read more complex texts closely so as to analyze the impact specific story elements have on the text. For example, they may think of how the plot and setting affect the actions/choices of the characters. In order to do so, students will need to read across various genres (widely and deeply) and use a comparison tool (graphic organizer) to take note of the relationships.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	7.RL.3 Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).	1* 2* 3* 4* 1 2* 3* 4*	I can interpret and critique story elements (e.g., main characters, setting, plot, conflict, climax, resolution) in relation to story development . I can analyze direct and indirect characterization to draw	*While the skills required to meet these standards remain the same, the accelerated student uses more complex texts in both the practice and assessment of the standard.

			<p>conclusions about characters.</p> <p>I can analyze how story elements interact and the effects of that interaction.</p>	
<p>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.</p>	<p>7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact specific word choice (e.g., alliteration) on meaning and tone.</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4*</p>	<p>I can interpret the meaning of words and phrases as they are used in a text.</p> <p>I can recognize, interpret and analyze figurative language (e.g., simile, metaphor, personification, hyperbole, idiom).</p> <p>I can recognize, interpret and analyze figurative language (e.g., denotation, connotation, symbolism, irony, imagery).</p> <p>I can identify sound devices (e.g., alliteration, assonance, consonance, onomatopoeia, rhyme, repetition, rhythm).</p> <p>I can analyze the impact of rhymes and other repetitions of sounds on a section of a text (poem/story or drama).</p>	<p>Accelerated students in seventh grade strengthen their ability to understand the meaning of an author's words. Teachers may instruct students to use their knowledge of word parts to determine the meaning of an unknown word and provide strategies for using context clues. Students will observe how words and phrases often have deeper meanings that require investigation. To do this work, students may keep a running list of figurative language found in their independent reading books with corresponding inferences regarding their varied meaning(s). In addition to understanding the multilayered meanings of words and phrases, students in seventh grade interpret writing techniques the author uses to further add layers of meaning to the text. Students need instruction on how to identify and analyze such writing techniques, such as alliteration, in an effort to explain the term and construct examples on how the technique is artfully woven into the text. Students then evaluate how the writing technique impacts the work which may require repeated teacher modeling through think-alouds and guided practice.</p> <p>Accelerated students in seventh grade pay attention to writing structures. These structures might be unique to a genre (soliloquies in plays; sonnets in poetry). Students will read literature across various genres and observe how the structure adds to the meaning of the work. In order to do this work, students must first be able to describe the structure. This may require students to investigate many pieces of writing with the same structure in order to identify their unifying element. Beyond identifying and describing the structure of a written work, students need to be able to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge regarding a particular structure so as to draw inferences regarding</p>
<p>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.</p>	<p>7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>2* 3* 4*</p> <p>3* 4*</p> <p>3* 4*</p>	<p>I can determine and analyze the form or structure of a drama (e.g., soliloquy, stage directions, dialogue).</p> <p>I can determine the form or structure of a poem (e.g., sonnet).</p> <p>I can analyze how the form or structure contributes to the theme and meaning of the drama/poem.</p>	

				how it affects the writing. Students may need repeated teacher modeling through think-alouds as well as guided practice and guiding questions to help them fully develop this skill.
Assess how point of view or purpose shapes the content and style of a text.	7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	1* 2* 3* 4* 1 2* 3* 4* 1 2* 3* 4*	<p>I can identify and differentiate points of view of different characters or narrators in a text.</p> <p>I can analyze and evaluate how the author develops differing points of view of the characters and the audience (created through but not limited to dramatic irony) create tone or mood in the passage.</p> <p>I can contrast the points of view of different characters or narrators in a text.</p>	<p>Accelerated seventh grade students identify the viewpoints of characters and how these viewpoints resemble or differ from one another. Students track the development of the characters through both direct and indirect characterization. Students identify how the author succeeded in creating and conveying the similar and/or dissimilar characters to the reader and the impact that is has on other aspects of the story.</p>
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	1* 2* 3* 4* 1 2* 3* 4*	<p>I can explain the similarities and differences between a written work and an audio/visual presentation of the same work.</p> <p>I can analyze the effect of the techniques used on the mood, tone and impact</p> <p>I can evaluate choices made by the director or actors.</p>	<p>Accelerated students in seventh grade build an understanding of how content differs because of the medium in which it is presented. In order to do this work, students need to interact with content expressed through multiple and varied formats (written, audio, staged, multimedia). They may generate a list of techniques expressed in each medium or compare and contrast two or more mediums. Students should ask themselves how the techniques of a particular medium affect the content and its impact on the audience. They should also be able to explain what makes each medium unique.</p> <p>Seventh grade students identify the similarities and differences between historical fiction and a factual text. Students may read a factual account of a historical event and then read about the same event as historical fiction. Students may compare and contrast the two (including time period, location, and historical figure). Students are looking for clues that explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story.</p>

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	7.RL.8 (Not applicable to literature)			Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	2 3 4* 2 3 4*	I can compare and contrast a fictional and historical account of the same period. I can explain and critique how an author uses or alters history.	“Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habit of reading independently and closely, which are essential to their future success.”
Read and comprehend complex literary and informational texts independently and proficiently.	7.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1* 2* 3* 4* 1* 2* 3* 4*	I can read proficiently many different types of literature at and above grade level (e.g., stories, dramas, and poems) at grade level. I can comprehend proficiently many different types of literature at and above grade level (e.g., stories, dramas, and poems) at grade level.	<i>*Accelerated students will be expected to read some texts above grade level proficiently.</i>

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can determine what the text says explicitly and implicitly.</p> <p>I can make an inference.</p> <p>I can cite from multiple texts.</p> <p>I can cite from multiple texts to support my analysis.</p>	Accelerated seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the informational texts they read. They need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do so, students at this level need practice locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about multiple texts.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	7.RI.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	<p>1* 2* 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can determine two or more central ideas in a text</p> <p>I can analyze the development of two or more central ideas as the text progresses.</p> <p>I can produce an objective summary of the text.</p>	<p>At this level, seventh grade accelerated students must be able to identify and describe the central ideas presented in a text. They understand how the central ideas are related to the details and examples that support them. Students determine how the central ideas are developed throughout the text and analyze how the details and examples work together to uphold the central idea. Students should be able to summarize what they have read, free from their own opinions and bias.</p> <p>Students need to be able to read closely to analyze relationships between individuals, events, and ideas in a text. For example, in informational text, they may reflect on how historical figures influenced ideas or events of the time period and vice versa. In order to do so, students will need wide and deep exposure to informational texts.</p>
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or	1 2* 3* 4*	I can analyze the interactions between people, ideas, and situations in a text (e.g. through comparisons, analogies, or categories and relationships).	

	events, or how individuals influence ideas or events).			
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.	7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	1* 2* 3* 4* 3* 4* 1 2* 3* 4* 3* 4*	<p>I can determine the meaning of unknown words and phrases as they are used in a text using context clues.</p> <p>I can recognize figurative language (refer to 7.RL.4).</p> <p>I can define technical meanings of words and phrases.</p> <p>I can use knowledge of Greek and Latin roots to determine the meaning of unfamiliar words.</p> <p>I can differentiate between the connotation and denotation of words.</p> <p>I can analyze how specific words and the connotation impact meaning and tone.</p>	<p>Accelerated students in seventh grade strengthen their ability to understand the meaning of words. Because words have multiple meanings, students must work to understand how the multiple and varied meanings influence the text. Instruction in this area may address how students may use their knowledge of word parts to determine the meaning of an unknown word or provide strategies for using context clues. Furthermore, students notice that some words and phrases have deeper meanings, requiring further investigation. To do this work, students may keep a running list of figurative language found in a text along with inferences regarding their meaning. They may also list what comes to mind when they hear a particular word to investigate its varying connotations and real life connections to words. Students will distinguish how word choice affects meaning and tone within a text. This may require repeated teacher modeling through think-alouds and guided practice</p> <p>Students in seventh grade identify and categorize writing structures. They recognize how a composition is built of many sections that must cohesively link together to deliver a writer's broader point. To further this understanding, students need exposure to a wide range of informational texts with a variety of organizational structures. They might work with a partner or a group with one particular text to explain the relationship between the sections and how the sections connect to cover a whole topic.</p> <p>Seventh grade students continue to investigate the author's point of view and purpose for writing. They determine how the author makes his/her point of view unique from the points of view of others. This work might require students to read several pieces of text around a particular topic, noting how authors approach the topic differently.</p>
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.	7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	2* 3* 4* 2* 3* 4* 2* 3* 4*	<p>I can identify the non-fiction text structures (e.g., compare/contrast, cause/effect, order of importance, problem/solution, sequential, chronological, spatial).</p> <p>I can analyze how the major sections of the text contribute to the whole.</p> <p>I can explain how an author uses the text structure to develop ideas.</p>	

<p>Assess how point of view or purpose shapes the content and style of a text.</p>	<p>7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>1* 2* 3* 4* 2* 3* 4* 3* 4*</p>	<p>I can determine an author's point of view/purpose in a text.</p> <p>I can identify how the author's point of view/purpose is different from others.</p> <p>I can evaluate how the author distinguishes his/her position from that of others.</p> <p>I can examine how the author evaluates and responds to counter arguments.</p>	
<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1</p>	<p>7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>3* 4* 3* 4*</p>	<p>I can compare and contrast a written text to an audiovisual/multimedia presentation of the same work.</p> <p>I can analyze each medium's depiction of the subject matter (e.g., how the delivery of a speech affects the impact of the words).</p> <p>I can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p>	<p>Accelerated students in seventh grade build an understanding of how content differs depending on the medium in which it is presented. In order to do this work, students need to be able to interact with a particular segment of text and analyze how it is expressed in more than one format or medium. Students will observe how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats. Students will develop the ability to identify techniques present in each format or compare/contrast two or more formats. For example, students may compare and contrast how a segment from a presidential speech comes across one way, in written format, than in another way, via a live viewing. Seventh graders will then reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text.</p>
<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to</p>	<p>2 3 4* 2 3 4* 2 3 4*</p>	<p>I can identify an argument and its claims in a text.</p> <p>I can evaluate and critique whether or not the support for an argument is relevant.</p> <p>I can evaluate and critique whether or not the support for an argument is sufficient.</p>	<p>Accelerated seventh grade students understand that arguments need to be supported with relevant, sufficient, and sound evidence. They read the text closely in order to determine which textual segments most strongly support the author's argument. Students need practice to evaluate this evidence accurately and decide whether or not this evidence supports the author's claim. Students also need instruction on how to differentiate and analyze the evidence. Students may question: <i>Is the evidence relevant and strong or pointless and weak? Has the</i></p>

	support the claims.	2 3 4*	I can evaluate and critique whether or not the support for an argument is sound (e.g. identify logical fallacies).	<p><i>author provided enough evidence to support their claim?</i></p> <p>Accelerated students in seventh grade become more familiar with how information can take several shapes. While reading two or more texts on the same topic, students pay particular attention to how the authors use the same information, but produce different texts because they interpret the information differently. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		<p>4* I can compare how two or more authors present the same information differently.</p> <p>4* I can analyze the authors' different emphases of evidence and interpretations of fact to assess the purpose of the writing (e.g. determine what they are trying to convince the reader of).</p> <p>I can identify the use of pathos and ethos in an argument.</p>	
Read and comprehend complex literary and informational texts independently and proficiently.	7.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1* 2* 3* 4*	<p>I can read proficiently nonfiction texts at and above grade level.</p> <p>I can comprehend proficiently nonfiction texts at and above grade level.</p>	<p>“Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p> <p>Thinking this way themselves, students may need teacher modeling through think-aloud to point out how the authors’ use of the same information differs.</p> <p>Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.</p>

				<p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>“Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>
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Writing					7.W
CCR Anchor Standard	MS CCR Standard	Mastery	"I Can" Statements	Clarifications	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	7.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),	2* 3* 4*	I can define a claim(s).	<p>Accelerated seventh grade students develop logical arguments that are supported by several pieces of relevant evidence from accurate and credible sources. At this level, students are developing the ability to combine pieces of evidence to demonstrate the validity of their claim. They learn to present their belief to the intended audience by introducing their claim, supporting with the best evidence, and introducing and rebutting a counterargument, and ending their piece with a concluding statement or section. They also learn to connect their ideas in a logical way by effectively using transitions. In order to do so, students will need strategies for finding relevant evidence to defend the judgments and interpretations they make about the texts they read. They will also need to spend significant amounts of time and effort writing in order to produce numerous pieces over short and extended time frames throughout the year.</p> <p>Students need to engage in tasks that lead to the expression of ideas and claims about what they read. This should be explored both verbally and in writing and in various formats: partner work, small group discussion, debates, Socratic seminars, etc. Students need a purposeful focus on choice-making throughout ELA. For example, seventh grade students need to be able to choose words, phrases, and clauses to create cohesion among ideas and evidence in their writing. They also need to be able to choose accurate, credible sources.</p> <p>Seventh grade students also write informative/explanatory and narrative texts. They are developing strategies that focus on how to clearly introduce a topic with a preview of information to follow, and how to create cohesion of relationships</p>	
		2* 3* 4*	I can define an argument(s).		
		2* 3* 4*	I can define a counterargument(s).		
		2* 3* 4*	I can produce a strong claim(s)/argument(s).		
		4*	I can gather and organize logical reasons and sufficient and sound evidence .		
		4*	I can locate accurate and credible sources .		
		4*	I can evaluate and critique the accuracy and credibility of sources.		
		4*	I can demonstrate an understanding of the topic or text.		
		2* 3* 4*	I can utilize the best evidence from sources to support a claim.		
		2* 3* 4*	I can effectively use evidence to support a counterclaim.		

	<p>reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>2* 3* 4*</p> <p>2* 3* 4*</p>	<p>I can distinguish appropriate transitions for an argument (vs transitions for other types of writing).</p> <p>I can use purposeful transitions to strengthen my argument.</p> <p>I can maintain a formal style of writing throughout the piece.</p> <p>I can compose an appropriate and impactful concluding statement or section.</p>	<p>among ideas and concepts throughout their writing. Students also need to be able to develop a controlling idea and a coherent focus on a topic. At this level, students are becoming more skilled at selecting and incorporating relevant examples, facts, and details into their writing.</p>
<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using</p>	<p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p> <p>4*</p>	<p>I can write a thesis statement that previews the content.</p> <p>I can use multiple strategies to organize the information.</p>	

	<p>strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p>	<p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can use charts, pictures, headings, and multimedia to aid in the readers comprehension.</p> <p>I can develop the topic with well-chosen facts, details, quotes, and examples.</p> <p>I can identify appropriate transitions for informational writing.</p> <p>I can use purposeful transitions to create cohesion.</p> <p>I can use appropriate vocabulary to inform/explain the topic.</p>	
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	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can recognize a formal style.</p> <p>I can establish and maintain a formal style throughout the piece.</p> <p>I can compose an appropriate concluding statement or section.</p>	
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can engage the reader using a grabber/hook.</p> <p>I can establish a point of view and context to engage and orient the reader.</p> <p>I can introduce and develop a narrator and/or characters.</p> <p>I can develop a plot.</p>	

	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	1* 2* 3* 4*	I can use dialogue to develop characters.
		1* 2* 3* 4*	I can use pacing to develop the story.
		1* 2* 3* 4*	I can use description to develop people, places, and events.
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	1* 2* 3* 4*	I can identify appropriate transitions for narrative text.
		1* 2* 3* 4*	I can use purposeful transitions to sequence events.
		1* 2* 3* 4*	I can use purposeful transitions to show shifts in time or setting.
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	1* 2* 3* 4*	I can use descriptive vocabulary (vivid verbs and specific adjectives) and sensory details, and figurative language.
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	1* 2* 3* 4*	I can write a conclusion/take-away that leaves an impact on the reader.

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>1* 2* 3* 4* 1* 2* 3* 4* 1* 2* 3* 4*</p>	<p>I can produce clear and coherent writing in which the <u>development</u> is appropriate to task, purpose, and audience.</p> <p>I can produce clear and coherent writing in which the <u>organization</u> is appropriate to task, purpose, and audience.</p> <p>I can produce clear and coherent writing in which the <u>style</u> is appropriate to task, purpose, and audience.</p>	<p>Accelerated students in seventh grade write in a manner that demonstrates clarity of thinking and organization. At this level, students are learning to approach a piece by determining the nature of the task, its purpose and intended audience. Students must be able to precisely determine about what it is they are writing. They must also be able to determine the reason for writing. For example, the reason or purpose of the task may be to inform, to persuade, or to describe. Students will also practice developing a writing style. In order to do so, students may imitate the style of a familiar author or genre and in effect, develop/create their own. Lastly, students learn to activate prior knowledge and recall the various organizational formats in which a text may be presented, in order to support their own writing.</p>
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>7.W.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.</p>	<p>1* 2* 3* 4* 1* 2* 3* 4* 1* 2* 3* 4* 1* 2* 3* 4* 1* 2* 3* 4*</p>	<p>I can use planning (prewriting/drafting) strategies.</p> <p>I can use revision strategies.</p> <p>I can use editing strategies.</p> <p>I can revise for a specific purpose and audience.</p> <p>I can use feedback from teachers and peers <u>to strengthen my writing.</u></p>	<p>They will need to spend significant amounts of time planning, drafting, editing and revising in order to build a clear, coherent composition and become familiar with the overall process of writing.</p> <p>Accelerated seventh grade students need to engage in behaviors that strengthen their writing. They must learn how to accept guidance, support and constructive criticism from both peers and adults when planning, revising, editing or rewriting a composition. For example, students may peer-edit based upon a list of constructive commentary provided by the teacher and be instructed to focus on purpose and audience. With guidance and support, students learn how to provide useful feedback to their peers with the necessary scaffolding from adults. In essence, peers may search for particular elements to comment on within the piece, such as organization and/or clarity. <i>*It is important to remember that most of the assessed writing students will complete is on demand and will require them to go through the writing process quickly and independently. Ex: state and benchmark testing</i></p>
<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>7.W.6 Use technology, including the Internet, to produce and publish writing and link to and</p>	<p>4* 4* 4*</p>	<p>I can use technology to <u>create and</u> publish writing.</p> <p>I can use technology to link and cite sources.</p> <p>I can use technology to collaborate with others.</p>	<p></p>

	cite sources as well as to interact and collaborate with others, including linking to and citing sources.			I can give credit to the authors' ideas by citing sources accurately and in proper format (MLA).	Accelerated students in seventh grade use technology as a tool to create and share work. At this level, students are developing the ability to search for online articles and electronic journals in order to learn and conduct research information on a given topic. Students will learn to gather and sort from multiple online sources to weave the information into their own writing. They will practice giving credit to the authors' ideas by learning how to cite sources accurately and in proper format. This practice will enable students to feel as though their writing is worthy of publication on a literary website or website of their own creation. When publishing their work, students might also link to the cited information allowing readers to gain background as to how the author developed the piece.	
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	1* 2* 3* 4*	1* 2* 3* 4*	1* 2* 3* 4*	I can conduct a short research project to answer a question. I can use several credible sources to answer a question. I can compose focused questions for additional research and investigation. (See 7.W.1b)	Seventh grade students will engage in short research projects to answer a self-selected or teacher-assigned question. Students will search for informational sources in an effort to answer their question. (An example is bringing additional sources or information to a socratic seminar discussion.) The information they gather should inspire an array of (or further) questions surrounding the main one. This will prompt students to continue their quest for answers/information, and provide a focus for their research.
Gather relevant information from multiple print and	7.W.8 Gather relevant information from multiple print and			4* 4*	I can gather relevant information from print sources. I can gather relevant information	

<p>digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>4* 4* 4* 4*</p>	<p>from digital sources.</p> <p>I can use search terms effectively</p> <p>I can define plagiarism.</p> <p>I can embed a quote and paraphrase data without plagiarizing.</p> <p>I can cite sources using the correct format.</p>	<p>Students in seventh grade gather information from a variety of sources in both print (reference texts) and digital (online websites) formats. Students are developing the ability to search for sources quickly and effectively, using an appropriate term(s) to guide them toward the information they seek. They also learn how to verify the information provided by the source in order to determine its validity and accuracy. For example, students may do this work by comparing 2-3 historical accounts and distinguishing the facts that remain consistent from those that do not. Students need instruction on when and how to discredit websites/sources that do not seem reliable. Seventh grade students must learn to incorporate information from a source and weave it into their own writing, citing properly and in correct format to avoid plagiarism. In essence, the students' writing and the incorporated information should flow, allowing readers to see how one connects to the other.</p>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literary texts (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter</p>	<p>1* 2* 3* 4*</p>	<p>I can apply grade level standards to <u>literature</u> to support analysis, reflection, and research while writing.</p> <p>I can locate and embed and cite appropriate text evidence to support my thoughts.</p>	<p>Seventh grade students need to be able to draw evidence from literary or informational texts to support their writing. They will develop the ability to break-apart and reflect upon textual evidence. The thoughts and reflections derived from the text's evidence may spark a students' interest from which they may conduct research. Conducting research enables students to expand their thinking and grow their ideas. Teachers may refer to the reading standards for literature and literary non-fiction for tasks already familiar to students.</p>

	<p>history”).</p> <p>b. Apply grade 7 Reading standards to informational texts, including literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>1* 2* 3* 4*</p>	<p>I can apply grade level standards to <u>literary nonfiction</u> to support analysis, reflection, and research while writing.</p> <p>I can locate and imbed and cite appropriate text evidence to support my thoughts.</p>	
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>1* 2* 3* 4*</p>	<p>I can write routinely for short and extended time frames for a variety of tasks with a focus on writing in response to texts.</p>	<p>Students in seventh grade need to write widely and often. They may spend a day or two on a specific writing task or devote several weeks to a more complex writing assignment. For example, students may be given a writing assignment to better understand the concept of 'audience'. Students may be asked to write a composition addressing a particular audience on day one. On day two, they may be asked to write the same composition but to address an entirely different audience. They may also spend several weeks on a more complex writing assignment that spans the collection of data, reflection upon new material, writing, and revising. A teacher may give students a week to conduct research, another week to write, and the final week, to spend revising. Being exposed to shorter, task-driven writing assignments in conjunction with longer, more complex assignments on a routine basis will develop students' writing abilities.</p>

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
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.	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.			Students in seventh grade will work together in groups in an effort to collaborate with one another in order to build on others’ ideas and clarify their own thinking. To show mastery, students might participate in partnerships, book clubs, Socratic seminars, philosophical chairs, or teacher-led class discussions. These tasks require students to prepare for discussions/debates by familiarizing themselves with the topic, text, or issue. Students then come together, under the guidelines of a specific structure (ex: Socratic seminar), and probe for deeper meanings within the topic, text, or issue. They should take responsibility for the groups’ work by monitoring their progress, asking and answering pointed questions that require participants to explain their responses, cite text evidence , and finally reflect on and re-evaluate their initial belief or stance. This process encourages students to practice skills such as active listening, connecting to others’ ideas, and progress monitoring.
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	1* 2* 3* 4*	I can participate appropriately in one-on-one discussions.	Seventh grade students are exposed to information through various types of media and format. From this information, they learn to extract the main idea and the details used to support it. This skill requires students to synthesize the information, sorting between the main points and smaller details that work to support the main points. Students also need to explain how the main idea and supporting details help them better understand a topic, text, or issue. This can be accomplished through dialogue or a written reflection.
		1* 2* 3* 4*	I can read or research material under study in preparation for a group discussion.	
	b. Follow rules for collegial	1* 2* 3* 4*	I can draw explicitly on that preparation by referring to evidence to probe or reflect on ideas under discussion.	Students in seventh grade evaluate a speaker’s argument to distinguish between solid, supportive evidence and weaker details that do not support the claim. One way

	<p>discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can follow specific rules for discussions.</p> <p>I can track progress towards goals and deadlines.</p> <p>I can define roles of my group members.</p> <p>I can ask purposeful questions to my group members.</p> <p>I can respond appropriately to my group members with relevant evidence, observations, and ideas (redirecting my group back on topic if needed)</p> <p>I can accept others' perspectives and respond appropriately.</p> <p>I can qualify or justify views as needed in light of new evidence presented.</p>	<p>to approach this is through analyzing debates. As students listen to a debate, they must observe and follow claims, facts, and evidence presented as support to the speaker's argument. They may take notes and use them to determine how tightly woven is the argument to its supporting evidence. Does the evidence actually support the claim? As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having the original studies explained.</p>
<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>3* 4*</p> <p>3* 4*</p>	<p>I can understand and explain information presented in various media and formats.</p> <p>I can analyze the purpose of information presented in various media and formats.</p> <p>I can evaluate the motives behind its presentation.</p> <p>I can explain how the ideas clarify the topic.</p>	

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Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	1 2 3* 4* 1 2 3* 4* 1 2 3* 4* 1 2 3* 4*	I can trace a speaker's argument. I can identify a speaker's specific claims. I can evaluate the soundness of a speaker's argument and reasoning. I can determine if a speaker has sufficient, relevant evidence to support his argument. I can identify the author's use of ethos and pathos.	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation	1* 2* 3* 4* 1* 2* 3* 4* 1* 2* 3* 4* 1* 2* 3* 4*	I can present my claims and findings orally. I can emphasize the important points of my argument or research in a focused, clear way. I can keep my descriptions, facts, and details on-subject. I can use appropriate eye contact, volume, tone, and pronunciation while speaking to a group.	Students in seventh grade will build arguments in order to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic. When students present their claims or findings, they should use practices that engage their audience, emphasizing important points with different pitch, volume, or tone, and elaborating on a point about which listeners may need more explanation to understand. When giving presentations, seventh grade students use multimedia and visual displays to enhance their work. To do this, students must be familiar with various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props). Students must find meaningful ways to include these tools in their presentations. Students may break down their presentations to determine where to incorporate multimedia and visual displays as well as implement
Make strategic use of digital media and visual displays of data to express information	7.SL.5 Include multimedia components and visual displays in		4* I can integrate multimedia components and visual aids into my oral presentation.	specific video clips to enhance audience interest and learning. Students use these tools to help make their claims and findings clear and to emphasize important points for their audience. Students in seventh grade

and enhance understanding of presentations.	presentations to clarify claims and findings and emphasize salient points.		4*	I can utilize multimedia/visual components to emphasize and clarify my claims and information.	become more familiar with the way their own speech sounds. They observe when it is appropriate to use informal language versus formal English. Students need to recognize and consider to whom they are presenting (audience) and consider if the topic and language style correspond appropriately. Students need to reflect on their use of language and revise as needed.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1* 2* 3* 4*	1* 2* 3* 4*	I can recognize formal English. I can demonstrate command of formal English when it's appropriate. 4* I can adapt my speech to fit the context and task at hand.	

Language					7.L
CCR Anchor Standard	MS CCR Standard	Mastery	"I Can" Statements	Clarifications	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences.	1* 2* 3* 4* 1* 2* 3* 4* 1* 2* 3* 4*	I can identify a phrase. I can identify a clause. I can explain the function of phrases (prepositional phrase-adjective or adverb; appositive phrase, participial phrase, infinitive phrase).	An understanding of language is essential for effective communication. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. Seventh grade students show understanding of how grammatical conventions and usage effectively communicate meaning to the reader or listener. They may explain the purpose of phrases or clauses in a given sentence, select and use the appropriate type of sentence (simple, compound, complex, compound-complex) to express a thought, or insert phrases or clauses into a sentence in a way that is grammatically correct. To develop understanding of this standard, students may manipulate sentences from a piece of their own writing, repositioning phrases or clauses to determine which placement best express their thoughts.	

		2* 3* 4*	I can explain the function of clauses(adjective or adverb).	Students in seventh grade know the use of standard conventions is part of communicating effectively. They need regular modeling of appropriate capitalization, punctuation, and spelling as well as time to practice with these conventions in their own writing. Practice may occur through grammatical mini- lessons or editing conferences. As students learn to use new conventions appropriately, they are held accountable for them in writing assignments.
		1* 2* 3* 4*	I can identify a simple sentence.	
	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	1* 2* 3* 4*	I can identify a compound sentence.	
		2* 3* 4*	I can identify a complex sentence.	
		2* 3* 4*	I can identify a compound-complex sentence.	
		1* 2* 3* 4*	I can compose a simple and compound sentence.	
		2* 3* 4*	I can compose a complex sentence.	
		2* 3* 4*	I can compose a compound-complex sentence.	
		2* 3* 4*	I can determine when to use the different sentence types effectively.	
		2* 3* 4*	I can use a phrase correctly within a sentence.	
		2* 3* 4*	I can use a clause correctly within a sentence.	
		2* 3* 4*	I can recognize misplaced modifiers.	
	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	2* 3* 4*	I can correct misplaced modifiers.	
Demonstrate command of the conventions of standard English capitalization,	7.L.2 Demonstrate command of the conventions of standard English			

<p>punctuation, and spelling when writing.</p>	<p>capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>2* 3* 4*</p> <p>2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can identify an adjective.</p> <p>I can compose a sentence with descriptive adjectives before the noun they describe.</p> <p>I can identify coordinate adjectives.</p> <p>I can use a comma to separate coordinate adjectives before the noun they describe.</p> <p>I can spell words commonly found in seventh-grade level text.</p> <p>I can spell homonyms correctly in context.</p>	
<p>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.</p>	<p>7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can use proper grammar and mechanics (appropriate to 7th grade).</p> <p>I can choose precise words (vivid verbs and specific adjectives).</p> <p>I can recognize and eliminate wordiness.</p>	<p>Seventh grade students know that language is used to convey ideas. They use language that clearly expresses these ideas, avoiding excessive words and repetition. To practice this, students may audio-record themselves giving a speech and assess it for conciseness. Or, students may edit a written piece of work by identifying over-used words or phrases</p>

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>			
	<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>1* 2* 3* 4*</p>	<p>I can use context clues to determine the meaning of a word or phrase.</p>	<p>Students in seventh grade use their familiarity with language and its structure as a tool to aid their comprehension. To achieve this, students will draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary. Possible activities to attain this goal include practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots. As students refine these skills, they should be asked to routinely apply their knowledge in authentic reading, writing, and speaking contexts.</p> <p>Seventh grade students notice the nuanced, unspoken, and non-literal meanings of language. They may need frequent exposure to and explanation of figurative language, including literary, biblical, and mythological allusions. Students might also benefit from exploring the relationship between words, particularly synonyms/antonyms and analogies as well as word associations as compared to their definitions. They might use a thesaurus or dictionary to assist them in this work.</p> <p>General academic words are more likely to appear in written text than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable. Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge they are more common in informational text. (CCSS, Appendix A, pg. 33)</p> <p>To be successful, seventh grade students will effectively understand and apply conversational, academic, and domain-specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways. For example, students may focus on acquiring varied conversational vocabulary as they participate in cooperative learning groups and the editing of their own</p>
	<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>1* 2* 3* 4*</p>	<p>I can use Greek and Latin roots and affixes as clues to the meaning of a word.</p>	
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries,</p>	<p>1* 2* 3* 4*</p>	<p>I can use print and digital resource material to find the pronunciation, clarify precise meaning, and part of speech of a word.</p>		

	<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>1* 2* 3* 4*</p>	<p>I can verify the inferred meaning of a word in context using a print or online dictionary.</p>	<p>writing. Academic vocabulary may be taught and modeled through classroom assignments. For instance, students may require practice with the process of analyzing. Work like this may include the “breaking down” of a variety of texts – pictures, poems, and directions. Students may also benefit from dissecting assignments and determining the key processes required. Finally, domain- specific vocabulary may be displayed throughout the classroom, such as on a word wall, and routinely referenced during instruction. In addition, students will need strategies to interpret unknown words and their meanings. These skills may take the forms of using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.</p>
<p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>7.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words</p>	<p>3* 4*</p> <p>3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can interpret figurative language (e.g. simile, metaphor, personification, idioms, hyperbole, allusion, etc.)</p> <p>I can use figurative language (e.g. simile, metaphor, personification, idioms, hyperbole, allusion, etc.)</p> <p>I can find relationships between words (e.g. synonym, antonym, analogy) to better understand them.</p>	

	<p>(e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can distinguish among the connotations of words that have the same denotation.</p> <p>I can distinguish among degrees of synonyms to make the best word choice.</p>	
<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			<p><i>*The accelerated 7th grade student will likely already have a vocabulary that is on or, in many cases, above grade level. In order to expand general, academic, and domain-specific vocabulary, these students MUST be regularly exposed to a wide range of challenging texts (of all types—TED talks, scholarly journals, news articles, fiction, poetry, narrative nonfiction, etc.) Learning vocabulary in isolation from text may help an accelerated student in the short term, but rarely (if ever) leads to a meaningful vocabulary increase. Reading is the key to vocabulary growth for these students.</i></p>
	<p>L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in</p>		<p>I can explain the general function of verbals (gerunds, participles, infinitives).</p> <p>I can explain the function of</p>	<p><i>*Many Accelerated ELA students will be eligible to take the ACT as part of the Duke Talent Identification Program (TIP). Although these standards (L.8.1a, 1b, 1d) are not required for any assessment taken by 7th graders, it would be very beneficial for our Accelerated</i></p>

	<p>general and their function in particular sentences.</p> <p>L.8.1b Form and use verbs in the active and passive voice.</p> <p>L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.</p>		<p>verbals in particular sentences.</p> <p>I can form verbs in the active and passive voice.</p> <p>I can use verbs in the active and passive voice.</p> <p>I can recognize inappropriate shifts in verb voice and mood</p> <p>I can correct inappropriate shifts in verb voice and mood.</p>	<p><i>students to learn these grammar skills in preparation for the English part of the ACT. Each teacher can make a determination about this on his/ her own based on the time, need, and readiness of his/her own classroom.</i></p>
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