

Grade(s): 7

## Unit: 1 - Establishing a Community of Readers and Writers

Subject: Language Arts

### Purpose:

The purpose of the *Establishing a Community of Readers and Writers* Module is to launch the literary structures, strategies, and routines that support the growth and independence of our students as readers and writers in a learning community.

### Stage One - Desired Results

**Enduring Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."  
Readers and writers deepen their thinking and understanding as a result of participating in a community of learners.

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Essential Question 1 - What supports my growth as an independent reader, writer, and thinker?  
Essential Question 2 - How do literacy structures, strategies, and routines in the classroom support thinking and learning?  
Essential Question 3 - How do I use listening, speaking, reading, and writing to acquire and demonstrate literacy?

### Learning Targets:

I can establish a purpose for reading. 1.2.7.L; 1.3.7.K

I can set grade appropriate goals for reading. 1.2.7.L; 1.3.7.K

I can select texts from a wide variety of genres and text types for independent reading. 1.2.7.L; 1.3.7.K

I can read grade-level texts independently and proficiently. 1.2.7.L; 1.3.7.K

I can contribute positively to the community of readers, writers, and thinkers. 1.5.7.A

I can engage effectively in collaborative grade level discussions on a variety of topics, texts, and issues. 1.5.7.A

I can express my ideas clearly and build on the ideas of others. 1.5.7.A

I can actively listen in order to question, reflect, respond, and evaluate in collaborative grade level discussions. 1.5.7.A

I can identify and explain a speaker's arguments and specific claims. 1.5.7.B

I can determine if a speaker's evidence is relevant and sufficient. 1.5.7.B

I can present claims and findings in a clear and focused, manner with pertinent descriptions, facts, details, and examples. 1.5.7.D

I can use appropriate eye contact, adequate volume, and clear pronunciation when speaking in a collaborative discussion. 1.5.7.D

I can identify and introduce a topic when writing for a variety of purposes. **1.4.7.B**

I can use writing to deepen and organize my thinking in preparation for collaborative discussion.

### **1.4.7.X**

I can choose from a variety of strategies those that help me to create meaning and deepen my comprehension of text. 1.2.7.L; 1.3.7.K

I can independently use specific strategies to create meaning and deepen my comprehension of

text. 1.2.7.L; 1.3.7.K

I can create questions before reading that help me focus my thinking, determine my purpose for reading, and engage with the text.

I can use my background knowledge to make multiple connections to the text.

I can use strategies to monitor and repair my comprehension.

I can determine what's important versus what is interesting in a text based on my purpose for reading.

I can cite several pieces of text evidence to support analysis of what the text says explicitly. 1.2.7.B; 1.3.7.B

I can cite several pieces of text evidence to support my inferences, conclusions and/or generalizations drawn from the text. 1.2.7.B; 1.3.7.B

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing and using appropriate strategies and tools. 1.2.7.K; 1.3.7.I

I can use context clues to determine the meaning of an unknown or multiple-meaning word or phrase.

I can use a dictionary or internet resource to determine the meaning of an unknown or multiple-meaning word or phrase.

I can use my knowledge of prefixes, suffixes and root words to determine the meaning of an unknown word.

I can close read a text to come to a deeper understanding of the text. 1.2.7.L; 1.3.7.K

I can use thinking routines to deepen my understanding. 1.2.7.L; 1.3.7.K

I can use the See-Think-Wonder routine to explore a text or topic.

I can use the Generate- Sort- Connect-Elaborate routine to map my thinking and understanding about a text or topic.

I can produce Collins Types 1 and 2 written pieces using the correct format and process.

I can use Collins Writing to express my thinking and understanding of concepts or text.

I can acquire and accurately use grade-appropriate vocabulary. 1.2.7.J; 1.3.7.J

I can use listening, speaking, reading, and writing to deepen and demonstrate my understanding. 1.5.7.A

I can adapt my listening, speaking, reading, and writing to a variety of contexts and tasks. 1.5.7.E

I can demonstrate a command of standard English conventions on grade level when speaking and writing. 1.5.7.G

## **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.7.B \(Focus\)](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

[CC.1.2.7.J \(Focus\)](#) 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.

[CC.1.2.7.K \(Focus\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

[CC.1.2.7.L \(Focus\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.7.B \(Focus\)](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

<a href="#">CC.1.3.7.I (Focus)</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<a href="#">CC.1.3.7.J (Focus)</a>	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.
<a href="#">CC.1.3.7.K (Focus)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.B (Advanced)</a>	Identify and introduce the topic clearly, including a preview of what is to follow.
<a href="#">CC.1.4.7.D (Advanced)</a>	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<a href="#">CC.1.4.7.M (Advanced)</a>	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.4.7.N (Advanced)</a>	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
<a href="#">CC.1.4.7.O (Advanced)</a>	Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<a href="#">CC.1.4.7.P (Advanced)</a>	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
<a href="#">CC.1.4.7.Q (Advanced)</a>	Write with an awareness of the stylistic aspects of writing.
<a href="#">CC.1.4.7.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.X (Advanced)</a>	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.
<a href="#">CC.1.5.7.A (Focus)</a>	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<a href="#">CC.1.5.7.B (Focus)</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">CC.1.5.7.D (Focus)</a>	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.
<a href="#">CC.1.5.7.E (Reinforced)</a>	Adapt speech to a variety of contexts and tasks.

[CC.1.5.7.G](#)  
[\(Reinforced\)](#)

Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

## Unit: 2 - Navigating and Understanding Informational Text

Subject: Language Arts

### Purpose:

The purpose of the *Navigating and Understanding Informational Text* Module is to gain and expand knowledge of the literary structures and strategies necessary to critically read and analyze informational text. Students further develop speaking and listening skills that support their understanding of and response to informational texts and literary non-fiction. By writing a variety of short informational, argumentative, and literary non-fiction pieces and more extensive writing in response to informational and argumentative prompts, students apply and practice the craft and structure of authors of informational and literary non-fiction texts.

### Stage One - Desired Results

**Enduring Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Readers navigate, understand, and respond to informational text to gain and expand their knowledge of the world.

Writers examine topics, convey information, make and support claims, and develop arguments through the stylistic and structural aspects of informational and argumentative writing.

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Essential Questions 1 - How does the genre of a text influence how the text should be read and/or written?

Essential Question 2 - How do strategic readers create meaning from informational text?

**Essential Question 3** - What is the text about?  
Essential Question 4 - How does the author's craft and structure contribute to the meaning of the text?

### Learning Targets:

I can determine how to read a literary nonfiction or informational text based on my purpose for reading so that I can read and comprehend the text independently and proficiently. 1.2.7.L

I can determine how to read an informational or literary non-fiction text based on the genre or type of text. 1.2.7.L

I can write to distinguish between facts and opinions as presented by the author within informative or argumentative text. 1.4.7.H

I can cite evidence from informational or argumentative text in an analysis or reflection of that text.1.4.7.S

I can use thinking and comprehension strategies that support my understanding of literary nonfiction or informational text. 1.2.7.L

I can flexibly choose from a range of strategies and tools those that help me to determine or clarify the meaning of unknown or multiple-meaning words. 1.2.7.K

I can determine the meaning of words and phrases as they are used in text. 1.2.7.F

I can interpret figurative, connotative, and technical meanings in text. 1.2.7.F

I can demonstrate understanding of vocabulary and figurative language in informational text. 1.2.7.F

I can acquire and use words and phrases specific to the text. 1.2.7.J

I can gather vocabulary knowledge to comprehend the text. 1.2.7.J

I can determine two or more central ideas in a text. 1.2.7.A

I can analyze the development of central ideas over the course of a text citing text evidence to

support my thinking. 1.2.7.A, 1.2.7.B

I can provide an objective summary of a text. 1.2.7.A

I can cite several pieces of text evidence to support my inferences, conclusions and/or generalizations drawn from the text. 1.2.7.B

I can analyze interactions between individuals, events, and ideas in a text. 1.2.7.C

I can evaluate whether an author's arguments, reasoning, and claims are sound. 1.2.7.H

I can evaluate whether the evidence an author uses is relevant. 1.2.7.H

I can introduce and state an opinion on a topic. 1.4.7.H

I can cite evidence from informational or argumentative text to acknowledge alternate or opposing claims and to support claims of an author. 1.4.7.I

I can include logical reasoning, relevant evidence, and credible sources to support a claim in informative or argumentative writing. 1.4.7.I

I can use the Writing Process to generate informative or argumentative writing. 1.4.7.D, J

I can identify key words and phrases in my writing to clarify relationships among claims. 1.4.7.J

I can write a thesis statement and a concluding statement. 1.4.7.J

I can cite evidence that supports my analysis of an informative or argumentative text. 1.4.7.S

I can effectively and appropriately use commas and coordinating conjunctions in my writing.

I can determine an author's point of view or purpose in a text.. 1.2.7.D

I can analyze how the author distinguishes his/her position from that of others. 1.2.7.D

I can analyze the structure of a text by evaluating the author's use of charts, graphs and text organization to clarify and enhance meaning. 1.2.7.E

I can develop a thesis statement with a clear topic and examples to show what will follow in the text.

#### **1.4.7.B**

I can develop and analyze a topic with details and examples. **1.4.7.C**

I can write an argument to support a claim. **1.4.7.G**

I can determine two or more central ideas in a text. 1.2.7.A

I can analyze the central ideas over the course of a text citing text evidence to support my thinking. 1.2.7.A, 1.2.7.B

I can provide an objective summary of a text. 1.2.7.A

I can cite several pieces of text evidence to support my inferences, conclusions and/or generalizations drawn from the text. 1.2.7.B

I can analyze interactions between individuals, events, and ideas in a text. 1.2.7.C

I can write informative/explanatory text to examine a topic and convey information clearly. 1.4.7.A

I can develop and analyze a topic with details and examples. 1.4.7.C

I can introduce and state an opinion on a topic. 1.4.7.H

## **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.7.A \(Focus\)](#) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CC.1.2.7.B \(Focus\)](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

[CC.1.2.7.C \(Focus\)](#) Analyze the interactions between individuals, events, and ideas in a text.

[CC.1.2.7.D \(Focus\)](#) 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.

[CC.1.2.7.E \(Focus\)](#) Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

<a href="#">CC.1.2.7.F (Focus)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
<a href="#">CC.1.2.7.H (Focus)</a>	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
<a href="#">CC.1.2.7.J (Reinforced)</a>	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.
<a href="#">CC.1.2.7.K (Reinforced)</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<a href="#">CC.1.2.7.L (Focus)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.E (Advanced)</a>	Write with an awareness of the stylistic aspects of composition.
<a href="#">CC.1.4.7.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.G (Advanced)</a>	Write arguments to support claims.
<a href="#">CC.1.4.7.H (Advanced)</a>	Introduce and state an opinion on a topic.
<a href="#">CC.1.4.7.I (Advanced)</a>	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
<a href="#">CC.1.4.7.S (Advanced)</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<a href="#">CC.1.5.7.A (Reinforced)</a>	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<a href="#">CC.1.5.7.B (Reinforced)</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">CC.1.5.7.E (Reinforced)</a>	Adapt speech to a variety of contexts and tasks.
<a href="#">CC.1.5.7.G (Reinforced)</a>	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

# Unit: 3 - Understanding and Interpreting Literature

Subject: Language Arts

Purpose:	
<p>The purpose of the <i>Understanding and Interpreting Literature Learning Module</i> is to gain and expand knowledge of the literary structures and strategies necessary to critically read and analyze literature. Students further develop speaking and listening skills that support their understanding of and response to literature. By writing a variety of short, literary pieces and more extensive writing in response to literary prompts, students apply and practice the craft and structure of authors of literature.</p>	
Stage One - Desired Results	
<p><b>Enduring Understandings:</b>What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."</p> <p>Readers understand, interpret, and respond to literature to gain an understanding of themselves and others.</p> <p>Writers develop real or imagined experiences and events through the stylistic and structural aspects of narrative writing.</p>	<p><b>Essential Questions:</b>What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?</p> <p>Essential Question 1 - How does the genre of a text influence how the text should be read and/or written?</p> <p>Essential Question 2 - What is this text about?</p> <p>Essential Question 3 - How does the author’s craft and structure contribute to the meaning of the text?</p>
Learning Targets:	
<p>I can determine how to read the different genres of literature such as fiction, poetry, and drama so that I can read and comprehend the text independently and proficiently. 1.3.7.K</p> <p>I can determine how to read a literature text based on my purpose for reading so that I can read and comprehend the text independently and proficiently. 1.3.7.K</p> <p>I can use comprehension and thinking strategies to support my understanding of literature. 1.3.7.K</p> <p>I can choose from a range of strategies and tools those that help me to determine or clarify the meaning of unknown or multiple-meaning words. 1.3.7.I</p> <p>I can determine the meaning of words and phrases as they are used in grade-level reading including figurative and connotative meanings. 1.3.7.F</p> <p>I can use my understanding of vocabulary and figurative language to figure out what literature means. 1.3.7.F</p> <p>I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases 1.3.7.J</p> <p>I can gather vocabulary knowledge important to comprehension of the text or expression of my understanding of the text 1.3.7.J</p> <p>I can determine a theme or central idea of a literature text. 1.3.7.A</p> <p>I can analyze the development of a theme or central idea over the course of a text citing text evidence to support my thinking. 1.3.7.A; 1.3.7.B</p> <p>I can provide an objective summary of a literature text. 1.3.7.A</p> <p>I can cite several pieces of text evidence to support what the text says explicitly 1.3.7.B</p> <p>I can cite several pieces of text evidence to support my inferences, conclusions and/or generalizations drawn from the text 1.3.7.B</p>	

I can analyze how particular elements of a story or drama interact. 1.3.7.C

I can analyze how setting shapes the characters or plot. 1.3.7.C

I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 1.3.7.D

I can analyze how the structure or form of a text contributes to its meaning. **1.3.7.E**

## **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.7.A](#)  
(Advanced) Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

[CC.1.4.7.C](#)  
(Advanced) Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

[CC.1.4.7.D](#)  
(Advanced) Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

[CC.1.4.7.E](#)  
(Advanced) Write with an awareness of the stylistic aspects of composition.

[CC.1.4.7.G](#)  
(Advanced) Write arguments to support claims.

[CC.1.4.7.H](#)  
(Advanced) Introduce and state an opinion on a topic.

[CC.1.4.7.I](#)  
(Advanced) Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

[CC.1.4.7.J](#)  
(Advanced) Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

[CC.1.4.7.K](#)  
(Advanced) Write with an awareness of the stylistic aspects of composition.

[CC.1.4.7.L](#)  
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.7.S](#)  
(Advanced) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

# Unit: 4 - Comparing Between and Among Texts

Subject: Language Arts

## Purpose:

The purpose of the Comparing Between and Among Texts unit is to empower students to examine and synthesize information and viewpoints from all varieties of texts and media to deepen understanding of a theme, topic, or issue.

## Stage One - Desired Results

**Enduring Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Readers refine their thinking and deepen their understanding of a theme, topic or issue by exploring a variety of texts and media.

Writers express their understanding of themes, topics and issues through narrative, informative, and argumentative writing.

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

1. How does reading across a variety of texts, formats, and media deepen and refine thinking and understanding?

2. How do the differences in authors' decisions about craft and structure among texts contribute to and affect meaning?

3. How can readers use and evaluate evidence from multiple texts and sources to discover the truth?

5. How can I synthesize and share my learning from multiple texts with others in my community?

## Learning Targets:

I can make connections between and among texts to deepen my understanding.

I can evaluate the advantages and disadvantages of presenting a topic through different mediums. 1.3.7.G

I can compare the accuracy and validity of text and other mediums to be a critical consumer. 1.2.7.G

I can compare the authors' point of view or purpose between and among two or more texts. 1.2.7.D

I can analyze how the authors of two or more texts distinguish their opinions from one another. 1.2.7.D

I can compare and contrast a written text to an audio, video, or multimedia source. 1.2.7.G

I can analyze how two or more authors present and interpret facts on the same topic. 1.2.7.I

I can compare and contrast a fictional portrayal and a historical account of a time, place, or character. 1.3.7.H

I can explain how authors of fiction use or alter history. 1.3.7.H

I can develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 1.4.7.C

I can interact and collaborate with others as I write. 1.4.7.U

I can gather relevant information from multiple print and digital sources. 1.4.7.W

I can analyze how a subject is portrayed through various mediums. 1.2.7.G

I can explain how choice of mediums impacts the meaning of a text. 1.3.7.E

I can compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version. 1.3.7.G

I can analyze the effects of media techniques such as lighting, sound, color, or camera focus and angles. 1.3.7.G

I can compare and contrast the structure of two or more texts. 1.2.7.I

I can analyze how differences in structure in two or more texts affect their meaning and style. 1.2.7.I

I can analyze how accurately a filmed or live production of a text reflects the written text by evaluating the choices made by the directors and actors. 1.3.7.G

I can analyze how a modern work draws on traditional works. 1.3.7.H

I can describe how a modern work makes a traditional work "new". 1.3.7.H

I can analyze the accuracy and validity of texts and other mediums. 1.2.7.I

I can recognize, understand, and appreciate multiple perspectives in text and other mediums. 1.2.7.G

I can evaluate and compare the soundness of authors' arguments, reasoning, and specific claims across two or more texts, formats, or mediums. 1.5.7.C

I can evaluate the relevance of the evidence across two or more texts, formats, or mediums. 1.5.7.C

I can write arguments to support claims. 1.4.7.G

I can draw evidence from literary or informational texts to support analysis, reflection, and research. 1.4.7.S

I can conduct short research projects to answer a question. 1.4.7.V

I can include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 1.5.7.F

I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. 1.4.7.A

I can include graphics and multimedia when useful to aiding comprehension. 1.4.7.E

I can write with an awareness of the stylistic aspects of composition. 1.4.7.E

I can demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuations, and spelling. 1.4.7.F

I can write narratives to develop real or imagined experiences or events. 1.4.7.M

## **STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.7.B](#)  
(Reinforced) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- [CC.1.2.7.D](#)  
(Reinforced) 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.
- [CC.1.2.7.F](#)  
(Reinforced) Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
- [CC.1.2.7.G \(Focus\)](#) 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).
- [CC.1.2.7.H](#)  
(Reinforced) Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
- [CC.1.2.7.I \(Focus\)](#) Analyze how two or more authors present and interpret facts on the same topic.
- [CC.1.2.7.J](#) Acquire and use accurately grade-appropriate general academic and

<a href="#">(Reinforced)</a>	domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">CC.1.2.7.K</a> <a href="#">(Reinforced)</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<a href="#">CC.1.2.7.L</a> <a href="#">(Reinforced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.7.D</a> <a href="#">(Reinforced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.G (Focus)</a>	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).
<a href="#">CC.1.3.7.H (Focus)</a>	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.
<a href="#">CC.1.4.7.E</a> <a href="#">(Reinforced)</a>	Write with an awareness of the stylistic aspects of composition.
<a href="#">CC.1.4.7.F</a> <a href="#">(Reinforced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.S (Focus)</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<a href="#">CC.1.4.7.T</a> <a href="#">(Reinforced)</a>	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.
<a href="#">CC.1.4.7.U</a> <a href="#">(Reinforced)</a>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<a href="#">CC.1.4.7.V (Focus)</a>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<a href="#">CC.1.4.7.W (Focus)</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">CC.1.4.7.X</a> <a href="#">(Reinforced)</a>	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.
<a href="#">CC.1.5.7.B</a> <a href="#">(Reinforced)</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">CC.1.5.7.C (Focus)</a>	Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">CC.1.5.7.D</a>	Present claims and findings, emphasizing salient points in a focused,

[\(Reinforced\)](#)

coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[CC.1.5.7.E](#)

[\(Reinforced\)](#)

Adapt speech to a variety of contexts and tasks.

[CC.1.5.7.F \(Focus\)](#)

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[CC.1.5.7.G](#)

[\(Reinforced\)](#)

Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.