Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 7 Unit 8	**Literature Reading Standard 1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	* Identify: (Knowledge) • inferences from a text • explicit information from a text * Recognize credible resources/sources **(Knowledge)**	* I can identify • inferences from a text • explicit information from a text * *This means I can* • *determine what educated guesses about a text are safe and based on information from the text and the real world, and* • *locate key ideas that are told to me clearly and directly by the author.* * **I can recognize credible resources/sources.** * *This means that I can consider where a text comes from and who created it in order to determine if I can depend on its information.*	* plagiarism * resource materials * textual clues * credible sources - inferences - explicit information			
... contd	Literature Reading Standard 1 (continued)	* Analyze what a text says explicitly (Reasoning) * Formulate inferences from textual material **(Reasoning)** * Cite resources that support analysis of a text (Reasoning)	* I can analyze what a text says explicitly. * *This means I can look closely at the key ideas or important "parts" of a text and explain what messages they are saying directly to me.* * **I can form inferences from textual material.** * *This means I can make educated guesses about text based on what I already know and what is said to me in the text.* * **I can cite resources that support analysis of a text.** * *This means that I can point out which phrases and sentences in a text help me understand a key idea the author is telling me.*	* textual clues * perspective * bibliography * plagiarism			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 7 Unit 8	**Literature Reading Standard 2** - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	* Recognize theme and central idea. **(Knowledge)** * Identify supporting details. **(Knowledge)** * Develop an objective summary. **(Knowledge)**	* I can recognize theme and central idea. * *This means I can recognize the main point or message that the author is trying to communicate.* * I can identify supporting details. * *This means that I can find text examples that help me better understand the most important message of the text (e.g. main idea or theme).* * I can develop an objective summary. * *This means I can develop an unbiased (neutral) summary about the topic I am studying or reading.*	- theme - support - main idea * **bias**			
... contd	**Literature Reading Standard 2** (continued)	* Determine a theme or central idea of a text **(Reasoning)** * Analyze the development of a theme or central idea over the course of a text **(Reasoning)** * Provide an objective summary of a text **(Reasoning)**	* I can determine a theme or central idea of a text. * *This means that I can determine what ideas are important and use them to form one clear, important message that the author is telling me.* * I can analyze the development of a theme or central idea over the course of a text. * *This means that I can examine parts or ideas in the text that help best explain the overall theme or central idea.* * I can provide an objective summary of a text. * *This means that I can briefly write/ state the important points or ideas of a text without including my own opinion.*	- theme/central idea * **text structure** - objective summary - opinion			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 7 Unit 8	**Literature Reading Standard 3** - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	* Describe elements of a story or drama **(Knowledge)** * Identify changes in elements of the story or drama **(Knowledge)** * Identify interactions between elements **(Knowledge)**	* I can describe the elements of a story or drama. * *This means I can describe the "parts" of a story or drama using correct vocabulary.* * I can identify changes in elements of a story or drama. * *This means that I can determine how the "parts" of a story change from the beginning of the story to the end.* * I can identify interactions between story elements. * *This means that I can determine how one story element is related to another story.*	- elements - drama * **internal conflict** * **external conflict**			
... contd	**Literature Reading Standard 3** (continued)	* Analyze how a change in one element shapes another **(Reasoning)** * Analyze how elements of a story or drama interact **(Reasoning)**	* I can analyze how a change in one element shapes another. * *This means I can explain how a change in one element of a story affect another element.* * I can analyze how elements of a story interact. * *This means I can describe how two elements of a story affect one another.*	- elements			

Unit 1
Unit 2
Unit 7
Unit 8
Unit 10
	Literature Reading Standard 4
	- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
		* Identify:
		  • words and phrases
		  • figurative words and phrases
		  • connotative words and phrases
		  in a text **(Knowledge)**
		
		* Identify examples of rhymes and other repetitions of sounds, including alliteration, on a: **(Knowledge)**
		  • specific verse or stanza of a poem
		  • section of a story or drama
			* I can identify:
			  • words and phrases
			  • figurative words and phrases
			  • connotative words and phrases
			  in a text.
			* *This means I can identify:*
			  • *words and phrases*
			  • *words and phrases that are not literal, and mean more than exactly what they say, and*
			  • *words that are intended to create emotion or strong feeling.*
			
			* I can identify examples of rhymes and other repetitions of sounds, including alliteration, on a:
			  • specific verse or stanza of a poem or a
			  • section of a story or drama.
			* *This means that I can find examples of rhyme, repeated phrases, and other sound elements in a poem, story, and/or drama.*
				- figurative language
				- literal
				- connotative words/phrases
				- rhyme
				* **rhythm**
				* **poetic devices**
				* **parallel structure**			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	Literature Reading Standard 4 (continued)	* Interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text (Reasoning)	* I can interpret the meanings of words and phrases, including figurative and connotative meanings as used in a text. * This means that I can explain the meaning of phrases that mean more than what they are directly saying, and I can explain the emotion that a word creates for the reader.	* rhythm * poetic devices * parallel structure - figurative language			
		* Analyze the impact of rhymes and other repetitions of sounds, including alliteration, on a: (Reasoning) • specific verse or stanza of a poem • section of a story or drama	* I can analyze the impact of rhymes, repetition, and other sound elements in a poem, story, or drama. * This means that I can describe parts of a story, poem, or drama that use a specific sound element and how it helps me understand the text.				
Unit 9 Unit 10	Literature Reading Standard 5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	* Identify the poetic elements that contribute to form/structure (Knowledge)	* I can identify the poetic elements that contribute to form/structure. * This means that I can identify examples of decisions that the poet made in line breaks, stanza form, word choice, sound elements (rhyme, rhythm, alliteration, repetition) in a poem (across various forms of poems).	* parallel structure * poetic devices * internal rhyme * meter - form/structure - theme - main idea			
		* Identify the form/structure of various types of poetry and drama (Knowledge)	* I can identify examples of form/structure (see previous I can for list of elements) in various types of poetry and drama.				
		* Explain the meaning of a poem (Knowledge)	* I can explain the meaning, main idea, or theme of a poem. * This means I can explain the main message of a poem and determine what details help me understand that message.				
		* Analyze the structure of a drama or poem (Reasoning)	* I can analyze the structure of a drama or poem. * This means that I can describe how the poet/author chose to structure a poem or drama and how that structure helps me understand the text's meaning.				

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	Literature Reading Standard 5 (continued)	* Analyze the meaning of a drama or poem (Reasoning) * Analyze the relationship between the poem/drama's form and structure (Reasoning)	* I can analyze the meaning, main idea, or theme of a drama. * This means I can explain the main message of a drama and determine what details help me understand it. * I can analyze the relationship between the poem/drama's form and structure. * This means that I can analyze the relationship between the poem/drama's form & structure by understanding how the poet used in-line breaks, stanza form, word choice, sound elements, etc.	* parallel structure * text structure - in-line breaks - stanza - word choice - sound elements			
Unit 1 Unit 2 Unit 7 Unit 8 Unit 9 Unit 10	Literature Reading Standard 6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	* Define analysis (Knowledge). * Identify strategies author uses to contrast points of view of different characters or narrator (Knowledge) * Cite details or examples in a text where the author develops the point of view of various characters or narrators (Reasoning) * Compare and contrast points of view of different characters or narrators (Reasoning)	* I can define _analysis_ . * I can identify strategies the author uses to contrast points of view of different characters or narrator. * This means that I can identify examples of dialogue, actions, thoughts in the story to show how character's attitudes are different. * I can cite examples or details in a text where the author develops the point of view of various characters. * (See above I can) * I can compare and contrasts points of view of different characters or narrators. * This means I can explain how the attitudes of two characters or narrators are alike and different.	* bias * tone * character * criticism * mood * dialect - point of view			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
...contd	Literature Reading Standard 6 (continued)	* Analyze how the author develops points of view of different characters or the narrators (Reasoning) * Analyze how the author contrasts different points of view in a single text (Reasoning)	* I can analyze how the author develops point of view of different characters or the narrators. * This means I can use details about point of view to discuss how different character and narrator attitudes are shaped in a story. * I can analyze how the author contrasts different points of view in a single text. * This means I can use details about point of view to discuss how two different characters' attitudes are shaped differently in a story.	* character traits * argument * bias *mood * tone			

Unit 1
Unit 2
Unit 7
Unit 8
Unit 9
	Literature Reading Standard 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).
		* Identify various mediums **(Knowledge)**
		
		* Recognize:
		  • multimedia versions
		  • film
		  • stage **(Knowledge)**
		
		* Analyze the effects of various medium techniques on written text:
		  • Stories • Dramas
		  • Poems **(Reasoning)**
		
		* Analyze the effects of various medium techniques on:
		  • Audio • Film
		  • Stage • Multimedia: **(Reasoning)**
		
		* Determine the similarities of text (story, drama, poem) to media (audio, film, stage, multimedia) **(Reasoning)**
		
		* Determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia **(Reasoning)**
			* I can identify various mediums.
			* This means I can identify examples of text presented in multimedia, film, and stage performances.
			
			* I can analyze the effects of various medium techniques on a written text.
			* This means that I can explain how sound, lighting, color, etc. affect my understanding of a text when I read it. (Drama/script)
			
			* I can describe how decisions of lighting, sound, color, camera, etc. impact my understanding of a text when I view it in media form (Stage performances, audio, film, multimedia).
			
			* I can compare and contrast the similarities and differences of text (story, drama, poem) to media (audio, film, stage, multimedia).
				- medium
				- medium techniques			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 5 Unit 6	**Reading Standard 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 support the claims.	* Define: • relevant evidence • sufficient evidence • sound reasoning **(Knowledge)** * Identify arguments and claims in a text **(Knowledge)** * Trace the argument and specific claims in a text **(Reasoning)**	* I can define: • relevant evidence *(important/related to the text)* • sufficient evidence **and** *(adequate/enough)* • sound reasoning. *(thorough/supported by proof/examples)* * I can identify arguments and claims in a text. * *This means I can identify the argument(s) and/or important statement(s) in a specific text.* * I can trace the argument and specific claims in a text. * *This means I can trace the argument(s) and/or important statement(s) in a specific text and refer back to it/them when necessary.*	- relevant - sufficient * redundant * argument * citing sources			
... contd	Literature Reading Standard 8 (continued)	* Assess: **(Reasoning)** • relevance of evidence for specific claims in a text • sufficiency of evidence for specific claims in a text • soundness of the reasoning in a text * Evaluate the argument and specific claims in a text **(Reasoning)**	* I can assess: • relevance of evidence for specific claims in a text • sufficiency of evidence for specific claims in a text • soundness of the reasoning in a text * *This means I can assess the importance, adequacy, and/or proof of statements, data, and/or reasoning in a text or texts.* * I can evaluate the argument and specific claims in a text. * *This means I can weigh the pros and cons of an argument or statement in a text and decide whether I agree or disagree with it.*	* argument * bias *propaganda			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 7 Unit 8	**Literature Reading Standard 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.	* Identify a : • time • place or • character (person) that is portrayed in an historical account a fictional work **(Knowledge)** * Compare and contrast historical portrayal of a: • time • place or • character (person) in an historical account to how each are portrayed or altered in a literary work **(Reasoning)**	* I can identify a time, place, or character that is portrayed in a historical fiction work. * I can compare and contrast historical portrayal of a: • time • place or • character (person) in an historical account to how each are portrayed or altered in a literary work. * This means I can discuss the similarities and differences between • time and place and • character(s) described in a story/drama with that of a "facts only" historical text.	- historical fiction			
All Units - Intro - 10	**Literature Reading Standard 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.	* Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary **(Knowledge)** * Comprehend independently in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary **(Reasoning)**	* I can identify/understand and comprehend independently in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader/Task) as seen in Standards 1-9 with scaffolding as necessary.	- literary text - qualitative - quantitative			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 3 Unit 4	Informational Reading Standard 1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	* Identify: (Knowledge) • inferences from a text • explicit information from a text * Recognize credible resources/sources (Knowledge) * Analyze several pieces of text to determine what it explicitly says (Reasoning)	* I can identify: • inferences from a text and • explicit information from a text. * This means I can identify • what I interpret from what I read in a text AND • specific information that is written in the text. * I can recognize credible resources/sources. * This means I can tell which sources in a text are true and/or factual. * I can analyze several pieces of text to determine what it explicitly says. * This means I can go through and examine several pieces of text to determine what it specifically says.	- inferences * credible sources * synthesize * generalizations			
...contd	Informational Reading Standard 1 (continued)	* Formulate inferences from textual material (Reasoning) * Cite resources that support analysis of a text (Reasoning)	* I can formulate inferences from textual material. * This means I can "read between the lines" in a text OR I can draw conclusions from what I am reading. * I can cite resources that support analysis of a text. * This means I can choose material from text that supports a specific point; then I can properly document this source without plagiarism.	- cite sources * contextual clues			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 3 Unit 4	**Informational Reading Standard 2** - 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.	* Identify two or more central ideas of a text. **(Knowledge)** * Define and recognize an objective summary **(Knowledge)** * Analyze the development of two or more central ideas over the course of a text. **(Reasoning)** * Provide an objective summary of the text. **(Reasoning)**	* I can identify two or more central ideas *(main points or themes)* of a text. * I can define and recognize an objective summary. * *This means I can define and pick out the objective summary of what I read.* * I can analyze the development of two or more central ideas over the course of a text. * *This means I can examine how the author develops two or more main points or themes of a text.* * I can provide an objective summary of the text. * *This means I can provide on unbiased summary of what I read.*	- central ideas - objective summary - main point - theme			

Unit 1
Unit 2
Unit 3
Unit 4
	Informational Reading Standard 3
	- Events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
		* Identify key ideas about :
		  • individuals
		  • events
		  • ideas
		stated in text. **(Knowledge)**
		
		* Analyze the interactions between :
		  • individuals
		  • events
		  • ideas
		in a text **(Reasoning)**
		
		* Discuss how ideas influence events or how individuals influence ideas or events **(Reasoning)**
			* I can identify key ideas about
			  • individuals
			  • events and
			  • ideas
			stated in text.
			
			* I can analyze the interactions between :
			  • individuals
			  • events and
			  • ideas
			in a text.
			
			* I can discuss how ideas influence events or how individuals influence ideas or events.
				- analyze
				- influence
				*generalization
				* paradox			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 3 Unit 4	**Informational Reading Standard 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.	* Identify: • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text (**Knowledge**) * Identify tone in text (**Knowledge**)	* I can identify: • words and phrases • figurative words and phrases (*words and phrases that are not literal and mean more than exactly what they say -- e.g. simile, metaphor, personification, alliteration, hyperbole, onomatopoeia, personification, idioms, & clichés*) • connotative words and phrases (*words that are intended to create emotion or strong feeling*) and • technical words and phrases (*practical words and phrases*) in a text. * I can identify tone (*mood*) in text.	- figurative language - connotative words/phrases - technical words/phrases * tone * mood			
... contd	**Informational Reading Standard 4** (continued)	* Determine the meanings of words and phrases, including the: • figurative • connotative • technical meanings of words and phrases as they are used in a text (**Reasoning**) * Analyze how meaning and tone are impacted by specific word choice (**Reasoning**)	* I can determine the meanings of words and phrases, including the • figurative (*words and phrases that are not literal and mean more than exactly what they say -- e.g. simile, metaphor, personification, alliteration, hyperbole, onomatopoeia, personification, idioms, & clichés*) • connotative and (*words that are intended to create emotion or strong feeling*) • technical (*practical words and phrases*) meanings of words and phrases as they are used in a text. * I can analyze how meaning and tone are impacted by specific word choice. * *This means I can understand/examine how the meanings of words/phrases and the tone or mood impact the words the author uses.*	- figurative language - connative writing - technical writing * tone * generalization			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments

Unit 1
Unit 2
Unit 3
Unit 4
	Informational Reading Standard 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.
		* Determine the text structure:
		  • (e.g., chronology
		  • comparison
		  • cause/effect
		  • problem/solution)
		the author uses to organize text **(Knowledge)**
		
		* Determine how major sections of text contribute to the main idea or to the development of the main idea **(Knowledge)**
		
		* Analyze how major:
		  • sentences
		  • paragraphs
		  • chapter or section
		contribute to the main idea of the text or to the development of the main idea **(Reasoning)**
			* I can determine the text structure:
			  • (e.g., chronology
			  • comparison
			  • cause/effect
			  • problem/solution)
			the author uses to organize text.
			
			* I can determine how major sections of text contribute to the main idea or to the development of the main idea.
			
			* I can analyze how major:
			  • sentences
			  • paragraphs
			  • chapter or section
			contribute to the main idea of the text or to the development of the main idea.
				* text structure
				* generalization
				* textual clue
				- chronology			

Unit 5 Unit 6	**Informational Reading Standard 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.	* Determine the author's point of view or purpose of a text **(Knowledge)** * Identify details or examples in a text where the author develops his/her point of view or the purpose of the text **(Knowledge)** * Explain how the author conveys his/her point of view throughout the text **(Reasoning)** * Make a distinction between the author's point of view and those of others mentioned or implied in the text **(Reasoning)** * Contrast how the author distinguishes his/her position from that of others **(Reasoning)** * Support your analysis with examples from the text **(Reasoning)**	* I can determine the author's point of view or purpose of a text. * I can identify details or examples in a text where the author develops his/her point of view or the purpose of the text. * I can explain how the author conveys *(expresses)* his/her point of view throughout the text. * I can make a distinction between the author's point of view and those of others mentioned or implied in the text. * I can contrast how the author distinguishes his/her position from that of others. * I can support your analysis with examples from the text.	- point of view - implied - analysis * text structure * textual clue * bias * argument			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	**Informational Reading Standard 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).	* Recognize characteristics of: • audio • video • multimedia versions of text (Knowledge) * Describe similarities of various media portrayals of subjects (texts, audio, video, multimedia) (Reasoning) * Describe differences of various media portrayals of subjects (texts, audio, video, multimedia) (Reasoning) * Analyze how the: • audio • video • multimedia version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words) (Reasoning)	* I can recognize characteristics of: • audio *(auditory)* • video *(film)* and • multimedia *(hyper-media)* versions of text. *I can describe similarities and differences of various media portrayals of subjects (texts, audio, video, multimedia). * I can analyze how the • audio *(auditory)* • video *(film)* and • multimedia *(hyper-media)* version of various text portrays the subject (e.g., how the delivery of a speech affects the impact of the words).	- audio - video - multimedia			
Unit 5 Unit 6	**Informational Reading Standard 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 support the claims.	* Define • relevant evidence • sufficient evidence • sound reasoning (Knowledge) * Identify argument and claims in a text (Knowledge) * Trace the argument and specific claims in a text (Reasoning) * Evaluate the argument and specific claims in a text (Reasoning) * Assess • relevance of evidence for specific claims in text • sufficiency of evidence for specific claims in a text • soundness of the reasoning in a text (Reasoning)	* I can define • relevant evidence *(important/related to the text)* • sufficient evidence and *(adequate/enough)* • sound reasoning *(thorough/supported by proof/examples)*. * I can identify, trace, and/or evaluate the arguments *(disagreements)* and/or claims *(statements)* in a text. * I can assess • relevance *(importance)* of evidence for specific claims *(statements)* in a text • sufficiency *(adequacy or enough)* of evidence for specific claims in a text • OR THE soundness *(reliability)* of the reasoning in a text.	- relevant/sufficient - sound reasoning - claims * argument			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 5 Unit 6 Unit 7 Unit 8	**Informational Reading Standard 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.	* Identify key information from two or more texts by different authors: (Knowledge) • emphasizing different evidence or • advancing different interpretations of facts * Analyze how two or more texts by different authors shape their ideas by: (Reasoning) • emphasizing different evidence or • advancing different interpretations of facts	* I can identify key information from two or more texts by different authors: • emphasizing different evidence *(facts)* or • advancing different interpretations of facts. * I can analyze how two or more texts by different authors shape their ideas by: • emphasizing different evidence or • advancing different interpretations of facts.	- interpretation			
ALL	**Informational Reading Standard 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.	* Identify/understand • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary (Knowledge) * Comprehend independently • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary (Reasoning)	* Identify/understand • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary. * Comprehend independently • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 with scaffolding as necessary.	- quantitative - qualitative			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 5 Unit 6	WRITING STANDARD 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), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	* Identify accurate, credible sources (Knowledge) * Recognize phrases and clauses that create cohesion and clarify relationships (Knowledge) * Identify and define: •alternate and opposing claims •relevance •evidence •argument •cohesion •formal style (Knowledge)	* I can identify accurate, credible sources. *This means I can use correct, dependable sources. * I can recognize phrases and clauses that create cohesion and clarify relationships. * This means I will pick out phrases and clauses that work together to help me understand how ideas are related to each other. * I can identify and define: •alternate and opposing claims •relevance •evidence •argument •cohesion •formal style *This means I will pick out and give a definition for the following: • alternate and opposing claims = another view of the claim / the opposite of the claim • relevance = the importance of • evidence = the proof of • argument = the disagreement of • cohesion = how something works together • formal style = very proper, business-like, or professional	* credible source * syntax * transition - claims - relevance - cohesion			
... contd	Writing Standard 1 (continued)	* Determine how to introduce claims and acknowledge alternate or opposing claims (Reasoning) * Organize reasons and evidence logically (Reasoning)	* I can determine how to introduce claims and acknowledge alternate or opposing claims. * This means I can decide how to begin my main argument and recognize other or opposite arguments. * I can organize reasons and evidence logically. * This means I can put together details and facts in a logical order.	- thesis - claims - evidence - support *transition * credible sources			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	Writing Standard 1 (continued)	* Determine logical and relevant support for claims (Reasoning) * Evaluate sources for credibility and accuracy (Reasoning) * Understand the topic or text (Reasoning) * Create cohesion and clarify relationships using words, phrases, or clauses (Reasoning) * Establish and maintain a formal style (Reasoning)	* I can determine logical and relevant support for claims. *This means I can decide which information is real/reasonable and important to support my argument. * I can evaluate sources for credibility and accuracy. * This means I can tell the difference between a "real" source and an unreliable one. * I can understand the topic or text. * This means I can understand the main idea of what I am reading. * I can create cohesion and clarify relationships using words, phrases, or clauses. *This means I can create can create a connection and explain how things fit together using words, phrases or clauses. * I can establish and maintain a formal style. * This means I can write in a specific style throughout my entire paper.	- main idea - cohesion - concluding statement			
... contd	Writing Standard 1 (continued)	* Plan a concluding statement or section that follows from and supports the argument (Reasoning) * Produce an argument to support claims, which: •introduces claims •acknowledges opposing or alternate claims •is logically organized •supports claims with logical reasoning and relevant evidence •cites credible and accurate sources of information •uses words, phrases, and clauses to create cohesion and clarify relationships •establishes and maintains a formal style •provides an appropriate concluding statement that follows from and supports the argument presented (Product)	* I can plan a concluding statement or section that follows from and supports the argument. * This means I can write a thesis statement or a closing paragraph that supports the argument. • I can roduce an argument to support claims, which: •introduces claims •acknowledges opposing or alternate claims •is logically organized •supports claims with logical reasoning and relevant evidence •cites credible and accurate sources of information •uses words, phrases, and clauses to create cohesion and clarify relationships	- support claims - opinion - thesis statement			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
… contd	Writing Standard 1 (continued)		•establishes and maintains a formal style •provides an appropriate concluding statement that follows from and supports the argument presented supports the argument presented. *This means I can develop an argument to support my opinion which… • introduces my opinions • recognizes the opposing or other arguments • is written in the proper order • defends my views with facts and opinions • documents "true, real" sources of information • creates a connection that explains how things fit together using words, phrases or clauses • writes in a specific style throughout the entire paper. • writes a thesis statement or a closing paragraph that supports the argument.				
Unit 1 Unit 2 Unit 3 Unit 4	WRITING STANDARD 2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	* Identify a topic (Knowledge) * Identify and recognize: •definition •classification •comparison/contrast •cause/effect strategies •text features (graphics, charts, tables, multimedia) (Knowledge) * Select appropriate: •facts •definitions •concrete details •quotations •examples (Knowledge)	*I can identify a topic to write an informative/explanatory piece . * I can identify and recognize the following in an informative/explanatory text: •definition •classification •comparison/contrast •cause/effect strategies •text features (graphics, charts, tables, multimedia). * I can select appropriate: •facts •definitions •concrete details (something I can do with at least one of the live senses) •quotations •examples .	* formal vs. informal * transition - informative or explanatory pieces - cohesion			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	**Writing Standard 2 (continued)** b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	* Recognize and select appropriate **transitions** to create cohesion and clarify relationships **(Knowledge)** * Identify domain-specific vocabulary and precise vocabulary **(Knowledge)** * Recognize formal style **(Knowledge)** * Identify an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented **(Knowledge)**	* I can recognize and select appropriate transitions to create cohesion and clarify relationships. *This means I can recognize and select the correct transition words and/or phrases that make my paper clear and to the point. * I can identify domain-specific vocabulary and precise vocabulary. * This means I can use correct, topic-specific vocabulary in my informative/explanatory writing. • I can recognize formal style. * This means I can recognize/understand professional styles of writing. * Identify an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented. *This means I can write effective, supportive closing paragraphs for my topics that "wrap up" my paper successfully.	- domain specific * formal vs. informal			

... contd	**Writing Standard 2 (continued)**	* Determine which strategy is most effective to further develop a topic including strategies such as:
		   • definitions
		   • classification
		   • comparison/contrast
		   • cause/effect **(Reasoning)**
			* I can determine which strategy is most effective to further develop a topic including strategies such as:
			   • definitions
			   • classification
			   • comparison/contrast
			   • cause/effect
			*This means I can figure out which strategies are best to use when developing topics for my informative/explanatory papers. Examples are definitions, classifying information, comparing/contrasting, and/or cause/effect.
				- multimedia
				- formatting			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	Writing Standard 2 (continued)	* Determine when to include: •formatting, •graphics •multimedia to aid comprehension **(Reasoning)** * Determine how to organize: •ideas •concepts •information **(Reasoning)** * Develop the topic using: •facts •definitions •concrete details •quotations •other information •examples **(Reasoning)**	* I can determine when to include: •formatting, •graphics •multimedia to aid comprehension. * This means I can figure out when to include formatting (i.e., headings, sub-headings, etc.), graphics (i.e., charts, tables, pictures), and multimedia (i.e., power points, photo stories, etc.) when it is useful to aiding comprehension. * I can determine how to organize: •ideas •concepts •information * This means I will organize my paper to include the best ideas, concepts, and information to get my point across. * I can develop the topic using: •facts •definitions •concrete details •quotations •other information •examples. * This means I can develop my topic using the best (relevant) facts, definitions, concrete details, quotes and/or quotations, examples, and/or other information.	* transitions - concrete details			
... contd	Writing Standard 2 (continued)	* Select appropriate transitions to create cohesion and clarify relationships **(Reasoning)** * Determine precise language and domain specific vocabulary **(Reasoning)**	* I can select appropriate transitions to create cohesion and clarify relationships. *This means I can recognize and select the correct transition words and/or phrases that make my paper clear and to the point. * Determine precise language and domain specific vocabulary * This means I can use correct, topic-specific vocabulary in my informative/explanatory writing.	- domain specific * formal vs. informal - relevant			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	Writing Standard 2 (continued)	* Establish and maintain a formal style for a selected topic (Reasoning) * Determine a supportive concluding statement or section that follows from the information or explanation presented (Reasoning) * Write an informative/explanatory text to: •examine a topic •convey ideas •concepts and information through: •text selection •organization •analysis of relevant content (Product)	* I can establish and maintain a formal style for a selected topic . * This means I can draft, edit, revise, and publish a formal piece of writing while maintaining the correct qualities of a specific style throughout the entire piece. * I can determine a supportive concluding statement or section that follows from the information or explanation presented. *This means I can write effective, supportive closing paragraphs for my topics that "wrap up" my paper successfully. * I can write an informative/explanatory text to: •examine a topic •convey ideas •concepts and information. through: •text selection •organization •analysis of relevant content . * This means I can write an informative or explanatory piece on a specific topic(s), while expressing my ideas, specific ideas, and important information.	* credible sources - concrete details - informative or explanatory writing			
... contd	Writing Standard 2 (continued)	* Introduce, preview, and develop a topic with: •relevant facts •definitions •concrete details •quotations •other information •examples (Product)	* I can introduce, preview, and develop a topic with: •relevant fact s •definitions •concrete details •quotations •other information •examples. * This means I can draft a topic for a writing piece by using real/important facts, definitions (where needed), concrete ideas (that I can do with at least one of the five senses), quotes &/or quotations, include further information, and have plenty of support and examples.	- formatting - domain specific * formal vs informal * transitions			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	Writing Standard 2 (continued)	* Organize: • ideas • concepts • information (Product) * Use strategies such as: • definitions • classification • comparison/contrast • cause/effect (Product) * Use: • formatting • graphics • multimedia when useful in aiding comprehension (Product) * Use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion (Product)	* I can organize ideas, concepts, and information to draft my informative/explanatory writing pieces. * I can use strategies such as • definitions • classification • comparison/contrast • cause/effect to edit and revise my informative/explanatory writing pieces. * I can use: • formatting • graphics • multimedia when useful in aiding comprehension * This means I can figure out when to include formatting (i.e., headings, sub-headings, etc.), graphics (i.e., charts, tables, pictures), and multimedia (i.e., power points, photo stories, etc.) when it is useful to aid the reader's comprehension of my writing. * I can use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion in informative/explanatory writing. * This means I can use the correct transition words/phrases to make my connections clear between various ideas and create unity in my informative/ explanatory writing.	* formal vs. informal			
...contd	Writing Standard 2 (continued)	* Use precise language and domain-specific vocabulary to inform or explain the text (Product) * Establish and maintain a formal style (Product) * Provide a supportive, concluding statement or section that follows from the information or explanation presented (Product)	* Use precise language and domain-specific vocabulary to inform or explain the text * This means I will use the correct topic-specific language and vocabulary to explain my informative/explanatory piece of writing. * Establish and maintain a formal style. * Provide a supportive, concluding statement or section that follows from the information or explanation presented				

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	Writing Standard 2 (continued)		* I can establish and maintain a formal style. * This means I can recognize/understand professional styles of writing. * I can provide a supportive, concluding statement or section that follows from the information or explanation presented. *This means I can write effective, supportive closing paragraphs for my topics that "wrap up" my paper successfully.				

Unit 7
Unit 8
	WRITING STANDARD 3
	- Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	
	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.
	
	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
		* Define point of view **(Knowledge)**
		
		* Identify various points of view in a narrative **(Knowledge)**
		
		* Identify how authors use:
		  •precise words/phrases
		  •description
		  •sensory details
		to help readers visualize or sense the action of a narrative **(Knowledge)**
		
		* Use a variety of techniques to engage the reader and establish context and point of view **(Reasoning)**
		
		* Use dialogue, pacing, and description to develop events and characters **(Reasoning)**
		
		* Use a variety of transitions to move events along and to signal shifts in a narrative **(Reasoning)**
			* I can define point of view.
			
			* I can identify various points of view in a narrative .
			
			*I can identify how authors use:
			  •precise words/phrases
			  •description
			  •sensory details *(the five senses)*
			to help readers visualize or sense the action of a narrative.
			
			*I can use a variety of techniques to engage the reader and establish context and point of view.
			* This means I will use a variety of writing techniques to engage the reader and show the purpose and my point of view in this piece of writing.
			
			*I can use dialogue, pacing *(logical order)* , and description to develop events and characters .
			
			* I can use a variety of transition words, phrases, and/or clauses to move events along in logical order and to signal shifts in a narrative.
				- sensory details
				- context
				- point of view
				- pacing
				* transitions			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	**Writing Standard 3 (continued)** d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	* Develop conclusions that reflect on the events of a narrative **(Reasoning)** * Use precise, descriptive, and sensory language to capture the action and to develop experiences and events **(Reasoning)** * Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters **(Reasoning)**	* I can develop conclusions that reflect on the events of a narrative. *This means I can write effective, supportive closing paragraphs for my topics that "wrap up" and reflect on the events of my narrative. * I can use precise, descriptive, and sensory language to capture the action and to develop experiences and events. *This means I will use correct, descriptive, and/or visual wording in my narrative to capture the action to explain experiences and events. * I can compare and contrast relevant vs. irrelevant details developing experiences, events, and characters in my narrative writing. *This means I can compare/contrast important vs. unimportant details while developing experiences, events, and/or characters in my narrative writing.	- sensory language - relevant vs. irrelevant details			
... contd	**Writing Standard 3 (continued)**	* Write a narrative to develop real or imagined experiences or events that: - engages the reader - establishes a context and point of view - uses techniques such as dialogue, pacing, and description to develop experiences, events, characters - uses a variety of transitions to convey sequence and signal shifts - uses appropriate, precise, descriptive, and sensory language - leads to a reflective conclusion (Product)	* I can write a narrative to develop real or imagined experiences or events that: - engages the reader - establishes a context and point of view - uses techniques such as dialogue, pacing, and description to develop experiences, events, characters - uses a variety of transitions to convey sequence and signal shifts (*This means using a variety of transition words/phrases to make paragraphs flow from one point to the next while forming paragraphs.) - uses appropriate, precise, descriptive, and sensory language - leads to a reflective conclusion.	- narrative			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments

All Units - Intro - 10	**WRITING STANDARD 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.)
		* (The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, , and 9, and Language Standards 1-6)
		
		* Analyze the reason for writing a piece to decide on: (Reasoning)
		  • task
		  • purpose
		  • audience
		
		* Determine suitable:
		  • idea development strategies
		  • organization
		  • style
		appropriate to task, purpose, and audience
		(Reasoning)
		
		(The underpinning skill targets are found in Writing Standards 5, 6, 7, and 10)
			* I can analyze the reason for writing a piece to decide on:
			 - task *(WHAT I'm asked to do)*
			 - purpose *(WHY I'm writing the paper)*
			 - audience *(TO WHOM I am writing and/or WHO will be reading it).*
			
			* I can determine suitable:
			 - idea development strategies
			 - organization
			 - style
			appropriate to task, purpose, and audience.
			*This means I can decide the appropriate (correct) ideas for my paper; I can organize it in chronological/logical order; I can write in the correct style required in the prompt.
				- coherent
				* conventions			

... contd	Writing Standard 4 (continued)	* Produce a writing piece that is clear and coherent with:
		  • idea development
		  • organization
		  • style
		appropriate to task, purpose, and audience
		(Product)
		
		* (Grade-specific expectations and writing types are found in Writing Standards 1-3)
			* I can produce a writing piece that is clear and coherent with:
			  • idea development
			  • organization
			  • style
			appropriate to task, purpose, and audience.
			* This means I can create a writing piece that is clear and understandable with the correct ideas that are explained in the correct order according to the right style listed in the prompt.
				- idea development			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 3 Unit 4	**WRITING STANDARD 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. *(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)*	* With guidance and support from peers and adults, students recognize how to : **(Knowledge)** • plan • revise • edit • rewrite • try a new approach * Recognize how well to focus on: **(Knowledge)** • audience • purpose * With guidance and support from peers and adults, students develop and strengthen writing by: **(Reasoning)** • planning • revising • editing • rewriting • or trying a new approach	*W ith guidance and support from peers and adults, I can recognize how to : • plan • revise • edit • rewrite • try a new approach * *This means that with help from others, I can understand how to plan, revise, edit, rewrite, and try new approaches to my writing.* * I can recognize how well to focus on: • audience • purpose * *This means I can understand how to correctly focus on audience and purpose.* * With guidance and support from peers and adults, I can develop and strengthen writing by: • planning • revising • editing • rewriting • or trying a new approach.	* conventions			
... contd	Writing Standard 5 (continued)	* Determine how well the focus of: • audience • purpose have been addressed (Reasoning)	* *This means that with guidance from others, I can develop and strengthen my writing by planning, revising, editing, rewriting, and/or trying new approaches.* * Determine how well the focus of: • audience • purpose have been addressed * *This means I can understand how to correctly focus on audience and purpose.*	- audience - purpose			

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Use Marzano 6 Step Process

10/2/2019   Grade 7 LANGUAGE ARTS   26

Curriculum Mapping

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	WRITING STANDARD 6 - 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.	* Identify publishing and collaborative options that use technology (Knowledge) * Explain how to: (Knowledge) • cite sources • create hyperlinks * Know how to collaborate effectively for an intended purpose (Knowledge) * Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience (Reasoning)	* I can identify publishing and collaborative options that use technology. * This means I can use the computer to help me make decisions about my paper. * I can explain how to: • cite sources • create hyperlinks. * This means I can properly complete and explain how to properly cite sources and create hyperlinks. * I can know how to collaborate effectively for an intended purpose. * This means I know how to work with others for a specific purpose. * I can determine the best technology tools for producing and publishing writing appropriate to the purpose and audience . * This means I can determine the best technology tools for producing and publishing writing that is for the correct purpose and audience.	- collaborative options - purpose - audience * credible sources			
… contd	Writing Standard 6 (continued)	* Determine the best technology options for communicating and collaborating with others for an intended purpose (Reasoning) * Use technology, including the Internet to: • revise • edit • publish writing (Performance) * Use technology to link to and cite sources (Performance) * Use technology to interact and collaborate with others for an intended purpose (Performance)	* I can determine the best technology options for communicating and collaborating with others for an intended purpose. * This means I can determine the best technology to use for communicating and collaborating with others for a specific purpose. * I can use technology, including the Internet to: • revise • edit • publish writing. * I can use technology to link to and cite sources. * I can use technology to interact and collaborate with others for an intended purpose. * This means I can use technology to work with others for a specific purpose.	- cite sources			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	**WRITING STANDARD 7** - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	* Use reliable sources of information (**Knowledge**) * Implement appropriate inquiry methods to conduct a short research project (**Knowledge**) * Select appropriate sources of information to answer a question (**Reasoning**)	* I can use reliable sources of information . * I can implement appropriate inquiry methods to conduct a short research project. * This means I can use the right resources to research information for projects. *I can select appropriate sources of information to answer a question.	* credible sources			
... contd	Writing Standard 7 (continued)	* Determine relevant and irrelevant information from sources to answer a question (**Reasoning**) * Formulate focused questions from sources of information for further research and investigation (**Reasoning**) * Conduct steps for research to answer a question (**Reasoning**) * Generate additional related, focused questions for further research and investigation (**Reasoning**) * Apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation (**Reasoning**)	* I can determine relevant and irrelevant information from sources to answer a question. * This means I can tell the difference between good and bad information from sources to answer a question. * I can formulate focused questions from sources of information for further research and investigation. * This means I can develop focused questions from sources of information for further research and investigation. *I can conduct steps for research to answer a question. * I can generate additional related, focused questions for further research and investigation. * I can apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation. * This means I can apply several sources to conduct short research projects that answer a question and come up with other questions for further research and investigation.	* credible sources			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	**WRITING STANDARD 8** - 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.	* Use effective search terms (Knowledge) * Recognize: • standard formats for citations • credibility • accuracy (Knowledge) * Follow standard citation format (Knowledge) * Assess the credibility and accuracy of sources (Reasoning) * Quote or paraphrase the data and conclusions of others avoiding plagiarism (Reasoning)	* I can use effective research terms. * I can recognize: • standard formats for citations • credibility • accuracy. * This means I can recognize: • correct formats for citing sources • if the source is good • correct sources. * I can follow standard citation format. * This means I can cite sources correctly. * I can assess the credibility and accuracy of sources. * This means I can decide whether a source is correct and reliable. * I can quote or paraphrase the data and conclusions of others avoiding plagiarism. * This means I can quote or paraphrase information and conclusions (or theories) of others without plagiarizing.	paraphrase *plagiarism			
All Units - Intro - 10	**WRITING STANDARD 9** - Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (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 history").	* Identify key ideas and details which provide evidence to support conclusions about the text accessed through research (Knowledge) * Cite textual evidence to support analysis of what the text says explicitly (Knowledge) * Draw evidence from key ideas and details as support for research (Reasoning)	* I can identify key ideas and details which provide evidence to support conclusions about the text accessed through research. * This means I can identify key ideas and details which provide evidence to support conclusions about the text I read while researching information. * I can cite textual evidence to support analysis of what the text says explicitly. * This means I can clearly cite evidence from the text to support my analysis of what I read. * I can draw evidence from key ideas and details as support for research. * This means I can draw evidence from key ideas and details as support for research.	- key/main ideas *textual clues or evidence			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	**Writing Standard 9** (continued) b. Apply grade 7 Reading standards to 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").	* Analyze key ideas and details in a text as evidence to support understanding of text **(Reasoning)** * Reflect on key ideas and details in a text as evidence to support understanding of text **(Reasoning)** * Draw upon key ideas and details as support for research **(Reasoning)**	* I can analyze key ideas and details in a text as evidence to support my understanding of text. * I can reflect on key ideas and details in a text as evidence to support my understanding of text. * I can draw upon key ideas and details as support for research.	- key ideas			
All Units - Intro - 10	**STANDARD 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.	* Identify: **(Knowledge)** •audience •topic •purpose * Identify appropriate organizational structure for various types of writing **(Knowledge)** * Determine when to write for either extended and/or short time frames based upon: •audience •purpose •task **(Reasoning)** * Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience **(Reasoning)**	* I can identify: •audience •topic •purpose. * I can identify appropriate organizational structure for various types of writing. * I can determine when to write for either extended and/or short time frames based upon: •audience •purpose •task. * I can determine the right way to organize my thoughts for various types of writing based upon task, purpose, and audience.	- organizational structure * parallel structure			
		* Write for various: **(Performance)** •audiences •purposes •tasks for a shortened time frame (a single setting or a day or two) * Write for various: **(Performance)** •audiences •purposes •tasks within an extended time frame (for research, reflection and revision)	* I can write for various: •audiences •purposes •tasks for a shortened time frame (a single setting or a day or two). * I can write for various: •audiences •purposes •tasks within an extended time frame (for research, reflection and revision).				

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
All Units - Intro - 10	SPEAKING/LISTENING Standard 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. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their	* Identify key ideas from reading material or research (Knowledge) * Describe components of a collegial discussion and planning (Knowledge) * Recognize key ideas and new information posed during discussions (Knowledge) * Reflect on discussion topics using evidence from the text and/or research (Reasoning) * Track progress toward specific goals and deadlines, defining individual roles as needed (Reasoning) * Justify ideas and responses shared with evidence from text or research and modify when warranted (Reasoning)	* I can identify key ideas from reading material or research. * I can describe components of a collegial discussion and planning. * This means I can describe parts of a higher-level discussion or plan. * I can recognize key ideas and new information posed (introduced) during discussions. * I can reflect on discussion topics using evidence from the text and/or research. * I can track progress toward specific goals and deadlines, defining individual roles as needed. * This means I can set goals, know what I am doing at each step along the way, and keep up with my progress and deadlines. * I can justify ideas and responses shared with evidence from text or research and modify when warranted. * This means I can defend ideas and responses shared evidence from what I am reading and modify (change) them when needed.	- key ideas - reflect			
... contd	Speaking/Listening Standard 1 (continued)	* Evaluate new information posed and form personal opinion (Reasoning) * Interpret others' opinions (Reasoning) * Formulate comments, questions, and responses based on evidence from the text or topic (Reasoning)	* I can evaluate new information posed and form personal opinion. * This means I can evaluate new info introduced and form my own opinion. * I can interpret others' opinions. * This means I can understand others' opinions. * I can formulate comments, questions, and responses based on evidence from the text or topic. * This means I can create comments, questions, and responses based on proof from the text or topic I'm studying.	- interpret - collegial rules - articulate - relevant questions			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	Speaking/Listening Standard 1 (continued)	* Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts (**Performance**)	* I can engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts. * This means I can be involved in a variety of discussions by listening and sharing prior knowledge I know and/or what I have learned about 7th grade topics and texts.	- view points - persuading			
		* Demonstrate collegial rules during discussion (**Performance**)	* I can demonstrate collegial rules during discussion. * This means I can demonstrate shared rules during a discussion.				
		* Articulate personal ideas clearly (**Performance**)	* I can articulate personal ideas clearly. * This means I can clearly speak my personal ideas clearly.				
		* Pose relevant questions that elicit elaboration on the topic or text (**Performance**)	* I can pose relevant questions that elicit elaboration on the topic or text. * This means I can introduce important questions that provoke (demonstrate) explanations of the topic or text.				
... contd	Speaking/Listening Standard 1 (continued)	* Respond to questions and comments with relevant details, bringing discussion back on topic as needed (**Performance**)	* I can respond to questions and comments with relevant details, bringing discussion back on topic as needed. * This means I can respond to questions and comments with important details and bring the discussion back to the topic if it gets off task.				
		* Acknowledge new information posed and respond to change viewpoints as needed (**Performance**)	* I can acknowledge new information posed and respond to change viewpoints as needed. * This means I can recognize new information introduced and respond to it by giving my viewpoints and possibly persuading others to accept them.				

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
All Units - Intro - 10	SPEAKING/LISTENING **Standard 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.	* Identify main details and supporting details that contribute to the: •topic •text or •issue of study of various media formats **(Knowledge)** * Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) **(Reasoning)** * Explain how the ideas clarify the: •topic •text •issue under study **(Reasoning)**	* I can identify main details and supporting details that contribute to the: •topic • text or •issue of study of various media formats. * I can analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) . * This means I can analyze the main ideas and supporting details presented in various types of media formats (e.g., visually, measurably, out loud). * I can explain how the ideas clarify the: •topic •text •issue under study.	- supporting details - main/key ideas			
All Units - Intro - 10	SPEAKING/LISTENING **Standard 3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	* Define and identify • Sound reasoning • Argument • Reasons • Evidence • Claims **(Knowledge)** * Delineate a speaker's argument and specific claims **(Reasoning)** * Evaluate the: • soundness of the speaker's reasoning • relevance and sufficiency of the speaker's evidence **(Reasoning)**	* I can define and identify • sound reasoning • argument • reasons • evidence • claims. • I can delineate (describe) a speaker's argument and specific claims (what he/she says). * I can evaluate the • soundness (correctness) of the speaker's reasoning (reasons for opinions) • relevance (importance) and sufficiency (competence) of the speaker's evidence.	- delineate - specific claims			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
All Units - Intro - 10	SPEAKING/LISTENING Standard 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.	* Identify claims/findings (Knowledge) * Identify salient points (Knowledge) * Identify: •appropriate eye contact •adequate volume •clear pronunciation (Knowledge) * Determine salient points and pertinent: (Reasoning) •descriptions •facts •details •examples * Sequence the following in a focused, coherent manner: (Reasoning) •claims •findings •salient points •pertinent descriptions •facts, details, and examples	* I can identify claims/findings. * This means I can identify statements and discoveries. * I can identify salient points. * This means I can identify noticeable, significant points. * I can identify: • appropriate eye contact • adequate (correct) volume and • clear pronunciation (say my words clearly). * I can determine salient (noticeable, significant) points and pertinent (important) •descriptions •facts •details and •examples. * I can sequence the following in a focused, coherent manner: • claims • findings • salient points • pertinent descriptions • facts details and examples. * This means I consequence put the following in a focused, coherent manner: •statement • discoveries • noticeable/significant points • important descriptions • facts, details, and examples.	- claims - salient - pertinent			
... contd	S/L Standard 4 (continued)	* Present claims and findings (Performance) * Emphasize salient points (Performance) * Present information in a focused, coherent manner, including: • pertinent descriptions • facts • details • examples (Performance)	* I can present claims and findings. * I can emphasize salient points. * This means I can emphasize noticeable, significant points. * I can present information in a focused, coherent manner, including • pertinent descriptions • facts • details and • examples. * This means I can present information in a focused, clear manner, including • important descriptions • facts • details and examples.	- salient points - fluency - annunciate			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	S/L Standard 4 (continued)	* Demonstrate: • appropriate eye contact • adequate volume • clear pronunciation (Performance)	* I can demonstrate: • appropriate eye contact • adequate volume and • clear pronunciation.				
All Units - Intro - 10	SPEAKING/LISTENING Standard 5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	* Recognize: • claims • findings • salient points (Knowledge) * Determine which multimedia components/visual display options best emphasize and clarify the information (Reasoning) * Use multimedia components/visual displays in a presentation to: • clarify claims and findings • emphasize salient points (Performance)	* I can recognize: • claims • findings • salient points. * This means I can recognize statements, findings, and noticeable/significant points. * I can determine which multimedia components/visual display options best emphasize and clarify the information. * I can use multimedia components/visual displays in a presentation to • clarify claims and findings • emphasize salient (noticeable/significant) points.	- multimedia - salient - visuals			
All Units - Intro - 10	SPEAKING/LISTENING Standard 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. *(See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)*	* Describe: • formal and informal settings • qualities of formal speech • qualities of informal speech (Knowledge) * Determine if formal or informal speech is appropriate in the context of a given situation (Reasoning) * Adapt speech to a given context or task when speaking (Performance) * Demonstrate correct use of formal, standard English when speaking (Performance) (The underpinning knowledge targets are found in Language Standards 1 and 3)	* I can describe: • formal and informal settings • qualities of formal speech and • qualities of informal speech. * I can determine if formal or informal speech is appropriate in the context of a given situation. * This means I can choose whether professional or every day language is to be used in a given situation. * I can adapt speech to a given context or task when speaking. * I can demonstrate correct use of formal, standard English when speaking .	* formal vs. informal - context			

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Use Marzano 6 Step Process

Grade 7 LANGUAGE ARTS
Curriculum Mapping

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
All Units - Intro - 10	**Language Standard 1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	* Recognize: •phrases •clauses (Knowledge) * Identify: • compound-complex sentences • misplaced modifiers • dangling modifiers (Knowledge) * **Demonstrate command of the conventions of standard English grammar and usage when writing:** • Explain the function of phrases and clauses in general and in specific sentences (Reasoning) • Choose the best type of sentence for signaling relationships among ideas (Reasoning) • Correct misplaced and dangling modifiers (Reasoning)	* I can recognize: •phrases •clauses * I can identify: • compound-complex sentences • misplaced modifiers and • dangling modifiers. * I can demonstrate command of the conventions of standard English grammar and usage when writing: • Explain the function of phrases and clauses in general and in specific sentences • Choose the best type of sentence for signaling relationships among ideas • Correct misplaced and dangling modifiers.	- types/styles of sentences (*simple, compound, complex, compound/complex*) - dangling modifiers * conventions			
... contd	**Language Standard 1** (continued)	* **Demonstrate command of the conventions of standard English grammar and usage when speaking:** • Choose phrases and clauses correctly in speaking (Performance) • Select and combine sentences to show relationships between/among speaking (Performance) • Correct misplaced and dangling modifiers (Performance)	* I can demonstrate command of the conventions of standard English grammar and usage when speaking: • Choose phrases and clauses correctly in speaking • Select and combine sentences to show relationships between/among speaking • Correct misplaced and dangling modifiers.	- dangling modifiers * conventions			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
All Units - Intro - 10	**Language Standard 2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.	* Apply correct • capitalization • punctuation • spelling when writing **(Knowledge)** * Use a comma to separate coordinate adjectives **(Knowledge)** * Know that coordinate adjectives describe the same word or term **(Knowledge)** * Recall and apply spelling rules **(Knowledge)** * Identify and correct misspelled words **(Knowledge)**	* I can apply correct • capitalization • punctuation and • spelling when writing. * I can use a comma to separate coordinate adjectives. * I can know that coordinate adjectives describe the same word or term. * I can recall and apply spelling rules. * I can identify and correct misspelled words.	* conventions - coordinate adjectives			
All Units - Intro - 10	**Language Standard 3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	* Recognize the conventions of language for: • writing • speaking • reading • listening **(Knowledge)** * Recognize • precise language • concise language **(Knowledge)** * Apply knowledge of language when • writing, reading, listening **(Reasoning)** * Apply knowledge of language conventions when • writing, reading, listening **(Reasoning)**	* I can recognize the conventions of language for: • writing • speaking • reading AND • listening. * I can recognize • precise *(exact)* language and • concise *(brief)* language. * I can apply knowledge of language when writing, reading, and listening . * I can apply knowledge of language conventions (*punctuation, spelling, etc.)* when writing, reading, and listening.	* redundant			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	**Language Standard 3** (continued)	* Use precise and concise language in order to eliminate wordiness and redundancy when speaking (Performance) * Use knowledge of language when speaking (Performance) * Use knowledge of language conventions when speaking (Performance)	* I can use precise and concise language in order to eliminate wordiness and redundancy when speaking. * This means I can use exact and brief language in order to get rid of words that aren't needed and/or not use words over and over again when speaking. * I can use knowledge of language when speaking. * I can use knowledge of language conventions (punctuation, spelling, etc.)when speaking.	* redundant			
All Units - Intro - 10	**Language Standard 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. **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. **b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). **c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **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).	* Identify: (Knowledge) • multiple-meaning words and phrases • grade appropriate roots and affixes * Use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to: • find pronunciation, • determine or clarify precise meaning • identify a word's part of speech (Knowledge) * Recognize strategies for finding meanings of unknown words (Knowledge) * Determine or clarify the meaning of unknown and multiple-meaning words and phrases by: • using context (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, a word's function in a sentence) as a clue to word meaning • using Greek and Latin affixes and roots as clues to word meaning (Reasoning)	* I can identify: • multiple-meaning words and phrases • & grade appropriate roots and affixes . * I can use print and digital reference materials (e.g. dictionary, thesaurus, glossary) to • find pronunciation, • determine or clarify precise meaning • and/or identify a word's part of speech. *I can recognize strategies for finding meanings of unknown words. * I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by: • using context (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, a word's function in a sentence) as a clue to word meaning and • using Greek and Latin affixes and roots as clues to word meaning.	- roots - affixes - parts of speech - context - inference			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
... contd	**Language Standard 4 (continued)**	* Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase **(Reasoning)** * Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary **(Reasoning)**	* I can choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. * I can verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary.				
All Units - Intro - 10	**Language Standard 5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	* Interpret figurative language (e.g. literary, biblical, and mythical allusions) **(Knowledge)** * Know the different types of relationships of words (e.g. synonym/antonym, analogy) **(Knowledge)** * Recognize the meaning of the terms connotation (associations) and denotation (definitions). **(Knowledge)** * Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context **(Reasoning)** * Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity **(Reasoning)** * Distinguish among the connotations of words with similar denotations (e.g. stingy, scrimping, economical, unwasteful, thrifty) **(Reasoning)**	* I can interpret figurative language (e.g. literary, biblical, and mythical allusions). * Know the different types of relationships of words (e.g. synonym/antonym, analogy). * I can recognize the meaning of the terms connotation (associations) and denotation (definitions). * I can analyze text to locate figures of speech (e.g. personification, onomatopoeia) and interpret meanings in context. * I can analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity. * I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).	- figurative language - relationships - connotation - denotation - figures of speech			

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Use Marzano 6 Step Process

Date	Core Standards Grade 7	Deconstructed	I Can	Vocabulary	Resources	Technology Resources	Assessments
All Units - Intro - 10	**Language Standard 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.	* Identify general academic and domain-specific words and phrases that are grade appropriate **(Knowledge)** * Gather vocabulary knowledge when considering words and phrases important to comprehension or expression **(Knowledge)** * Make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words **(Reasoning)** * Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression **(Reasoning)** * Select appropriate resources to aid in gathering vocabulary knowledge **(Reasoning)**	* I can identify general academic and domain-specific *(topic-specific)* words and phrases that are grade appropriate. * I can gather vocabulary knowledge when considering words and phrases important to comprehension or expression. * I can make meaning and use accurately the words and phrases important to the comprehension of academic and domain- specific words. *This means I can understand and use words and phrases correctly when they are important to me being able to understand what I am studying.* * I can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression. *This means I can apply and use the correct vocabulary and phrases that are important to what I am studying or expressing.* * I can select appropriate resources to aid in gathering vocabulary knowledge.	- domain specific unit - comprehension - expression * credible sources			

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Use Marzano 6 Step Process