	Reading Standards for Literature - Grade 7		Interdisciplinary Literacy Practices
	Key Ideas and Details		-
<u>RL.7.1</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.7.2</u>	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
<u>RL.7.3</u>	Analyze how particular elements of a story or drama influence one another.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.7.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and con- notative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	4	guage arts to better understand self, others and the world.
<u>RL.7.5</u>	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.7.6</u>	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RL.7.7</u>	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.	7	Utilize digital resources to learn and share with others.
<u>RL.7.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.7.9</u>	Compare/contrast a fictional portrayal and a historical account of the same period as a means to un- derstand how authors use history.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RL.7.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde-	10	Develop a literacy identity that pro- motes lifelong learning.
	pendently and proficiently.		HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary	
		1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				
	ences from it; cite specific te		sions drawn from the text.		Literacy Practices	
_		PROGRESSION		1	Recognize that text is anything that	
	RL.6.1	RL.7.1	RL.8.1	_	communicates a message.	
	Cite textual evidence to sup- port analysis of what the text says explicitly as well as infer- ences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from	Cite relevant textual evidence to sup- port analysis of what the text says ex- plicitly as well as inferences drawn from the text.	2	Employ, develop and refine schema to understand and create text.	
	chees drawn nom the text.	the text.			View literacy experiences as transac-	
		I MULTIDIMENSIONALITY - RL.7.	1	3	tional, interdisciplinary and transfor-	
	Green (italic) = Com				mational.	
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
r	 2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. 			6	Collaborate with others to create new meaning.	
		PROGRESSIONS			Litilize digital recourses to learn and	
	RL.6.2	RL.7.2 Determine themes of a text	RL.8.2 Determine themes of a text and	7	Utilize digital resources to learn and share with others.	
	Analyze how the theme is reflected in the text by citing particular details and/or providing an objec-	and analyze their develop- ment through citing textual evidence, paraphrasing or	analyze how they are developed through relationships of charac- ters, setting and plot, citing textual	8	Engage in specialized, discipline- specific literacy practices.	
	tive summary.	summarizing.	evidence, paraphrasing or summa- rizing.	9	Apply high level cognitive processes to think deeply and critically about text.	
			i			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine THEMES of a text and analyze their development through citing textual evidence, paraphras- ing or summarizing.			10	Develop a literacy identity that pro- motes lifelong learning.	
Ľ					HOME	

GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

	PROGRESSION			1	Recognize that text is anything that
	RL.6.3	RL.7.3	RL.8.3		communicates a message.
	Describe how a particular sto- ry's or drama's plot unfolds in a series of episodes and de-	Analyze how particular ele- ments of a story or drama influ- ence one another.	Analyze how particular lines of dia- logue or incidents in a story or drama propel the action, reveal aspects of a	2	Employ, develop and refine schema to understand and create text.
	termine how the characters respond or change as the plot moves toward a resolution.		character, or provoke a decision.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.7.	3		Utilize receptive and expressive lan-
-		prehension Purple (bold) = Analysis		4	guage arts to better understand self, others and the world.
	Analyze now particular ELENIEN	ITS OF A STORY OR DRAMA influen	ce one another.		Apply strategic practices, with
				5	scaffolding and then independently,
	GUIDIN		to approach new literacy tasks.		
2	4. Students will interpret words connotative and figurative mean	6	Collaborate with others to create new meaning.		
		PROGRESSION			Utilize digital resources to learn and
	RL.6.4	RL.7.4	RL.8.4	7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative tive and connotative meanings; analyze the impact of spe-			8	Engage in specialized, discipline- specific literacy practices.
	meanings; analyze the impact of a specific word choice on meaning and tone.	analyze the impact of rhymes and other repetitions of sounds on a passage.	cific word choices on meaning and tone, including but not limited to anal- ogies or allusions to other texts.	9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro-		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				motes lifelong learning.
Ľľ	Determine the meaning of words and phrases as they are used in a text, including figurative and connota- tive meanings; analyze the impact of RHYMES AND OTHER REPETITIONS OF SOUNDS on a passage.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

		1	Recognize that text is anything that		
	RL.6.5	RL.7.5	RL.8.5		communicates a message.
	Analyze how a particular sen- tence, paragraph, chapter, scene or stanza fits into the	Analyze how the form or struc- ture of a drama, poem or prose text contributes to its meaning.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text	2	Employ, develop and refine schema to understand and create text.
	overall structure of a text and contributes to the develop- ment of the theme, setting or plot.		contributes to its meaning and style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Comp	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	Analyze how the form or STRU	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	READING GU 6. Students will analyze how po	6	Collaborate with others to create new meaning.		
	6. Students will analyze now po	7	Utilize digital resources to learn and share with others.		
	RL.6.6	RL.7.6	RL.8.6		
	Explain how an author devel- ops the perspective of the	Analyze how an author devel- ops and contrasts the perspec-	Analyze characters' and readers' per- spectives and how the differences cre-	8	Engage in specialized, discipline- specific literacy practices.
•	narrator or speaker in a text.	tive of different characters or narrators in a text.	ate effects, including but not limited to suspense, humor and empathy.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.7.			
	Green (italic) = Comp	10	Develop a literacy identity that pro- motes lifelong learning.		
╽└──┝╸	Analyze how an author develops and contrasts the PERSPECTIVE of <i>different characters or narrators</i> in a text.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION			1	Recognize that text is anything that
RL.6.7	RL.7.7	RL.8.7		communicates a message.
Compare/contrast reading a print text and viewing its visu- al/oral presentation.	Compare/contrast reading a print text and viewing its visual/ oral presentation, analyzing the	Analyze the extent to which a filmed/ live production of a story or drama stays faithful to or departs from the	2	Employ, develop and refine schem to understand and create text.
	effects of techniques unique to each medium.	text or script, evaluating choices made by the director or actors.	3	View literacy experiences as trans tional, interdisciplinary and transf mational.
	MULTIDIMENSIONALITY - RL.7.7		4	Utilize receptive and expressive la guage arts to better understand so others and the world.
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of TECHNIQUES UNIQUE TO EACH MEDIUM.			5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
READING GL	READING GUIDING PRINCIPLE FOR READING LITERATURE			Collaborate with others to create new meaning.
8. Students will delineate and ev validity, reasoning, relevance an		ns and evidence in a text, assessing the	7	Utilize digital resources to learn a share with others.
	PROGRESSION			
RL.6.8	RL.7.8	RL.8.8	8	Engage in specialized, discipline-
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)		specific literacy practices.
			9	Apply high level cognitive process to think deeply and critically about text.
MULTIDIMENSIONALITY - RL.7.8				Develop a literacy identity that pr
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
(Not applicable to literature)				HOME

9. Students will analyze how two or more texts address similar themes or topics in order to build

knowledge or to compare the approaches the authors take.

ficiently.

		PROGRESSION		1	
	RL.6.9	RL.7.9	RL.8.9	T	
	Compare/contrast how various forms or genres of texts ap- proach a similar theme or topic.	Compare/contrast a fictional por- trayal and a historical account of the same period as a means to understand how authors use his- tory.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including de- scribing how the material is rendered	2	
		tory.	new.		
		MULTIDIMENSIONALITY - RL.7.9		3	
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast a FICTIONAL PORTRAYAL and A HISTORICAL ACCOUNT OF THE SAME PERIOD as a means to understand how authors use history.					
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	_	
10. Students will read, comprehend and analyze complex literary texts independently and proficiently.					
PROGRESSION					
	RL.6.10	RL.7.10	RL.8.10	6	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz-	7	

Interdisciplinary **Literacy Practices**

5 1	PROGRESSION			
	1	Recognize that text is anything that		
RL.6.9	RL.7.9	RL.8.9	-	communicates a message.
Compare/contrast how various forms or genres of texts ap- proach a similar theme or topic.	Compare/contrast a fictional por- trayal and a historical account of the same period as a means to understand how authors use his-	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including de-	2	Employ, develop and refine schema to understand and create text.
	tory.	scribing how the material is rendered new.		View literacy experiences as transac-
	3	tional, interdisciplinary and transfor-		
Green (italic) = Com	MULTIDIMENSIONALITY - RL.7. prehension Purple (bold) = Analysis			mational.
	PORTRAYAL and A HISTORICAL ACC		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
GUIDIN	IG PRINCIPLE FOR READING LITE	PATIIRE		Apply strategic practices, with
		exts independently and proficiently.	5	scaffolding and then independently, to approach new literacy tasks.
	PROGRESSION		6	Collaborate with others to create
RL.6.10	RL.7.10	RL.8.10	0	new meaning.
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz-	7	Utilize digital resources to learn and share with others.
encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze	summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend, and analyze grade-level	ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, com- plex literary texts independently and	8	Engage in specialized, discipline- specific literacy practices.
grade-level appropriate, com- plex literary texts independent- ly and proficiently.	appropriate, complex literary texts independently and proficiently.	proficiently.	9	Apply high level cognitive processes to think deeply and critically about
		text.		
Green (italic) = Com By the end of the year, flexibly u ualizing, inferencing, summarizi	10	Develop a literacy identity that pro- motes lifelong learning.		
	DE-LEVEL APPROPRIATE, COMPLEX L		HOME	

	Reading Standards for Informational Text Grade 7		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.7.1</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.7.2</u>	Determine central ideas of a text and analyze their development through citing textual evidence, par- aphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
<u>RI.7.3</u>	Analyze the interactions between individuals, events and ideas over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.7.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the impact of word choices on meaning and tone.	4	guage arts to better understand self, others and the world.
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contrib-	5	Apply strategic practices, with scaffolding and then independently,
<u>III.7.5</u>	ute to the whole and to the development of the ideas.		to approach new literacy tasks.
<u>RI.7.6</u>	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Litilize digital recourses to learn and
<u>RI.7.7</u>	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the sub- ject and its impact on the audience.	7	Utilize digital resources to learn and share with others.
			Engage in specialized, discipline-
<u>RI.7.8</u>	Identify 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.	8	specific literacy practices.
	· · ·		Apply high level cognitive processes
<u>RI.7.9</u>	Analyze how two or more authors writing about the same topic present key information by emphasiz- ing different evidence or advancing different interpretations of facts.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
RI.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts in- dependently and proficiently.		HOME

			Interdisciplinary		
P	 Students will read closely to c it; cite specific textual evidence 		Literacy Practices		
	RI.6.1	1	Recognize that text is anything that communicates a message.		
	Cite textual evidence to sup- port analysis of what the text says explicitly as well as infer-	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as	RI.8.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn	2	Employ, develop and refine schema to understand and create text.
	ences drawn from the text.	well as inferences drawn from the text.	from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Comp CITE SEVERAL PIECES OF TEXTU	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	inferences drawn from the text	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
12	GUIDING PR 2. Students will determine centr dence, including summary, para	6	Collaborate with others to create new meaning.		
	RI.6.2	PROGRESSION RI.7.2	RI.8.2	7	Utilize digital resources to learn and share with others.
	Analyze how the central ideas are reflected in a text by citing particular details and/or	Determine central ideas of a text and analyze their develop- ment through citing textual evi-	Determine central ideas of a text and analyze how they are developed through relationships of key details,	8	Engage in specialized, discipline- specific literacy practices.
	providing an objective sum- mary.	dence, paraphrasing or summa- rizing.	citing textual evidence, paraphrasing or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.
- -	MULTIDIMENSIONALITY –RI.7.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine CENTRAL IDEAS of a text and analyze their development through citing textual evidence, para-				Develop a literacy identity that pro- motes lifelong learning.
	phrasing or summarizing.				HOME

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

	PROGRESSION		1	Recognize that text is anything that	
	RI.6.3	RI.7.3	RI.8.3	-	communicates a message.
	Analyze in detail how an au- thor develops a key individual, event or idea over the course	Analyze the interactions be- tween individuals, events and ideas over the course of a text.	Analyze how an author uses compari- sons, analogies or categories to make connections among and distinctions		Employ, develop and refine schema to understand and create text.
	of a text.		between ideas over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY -RI.7.3	3		Utilize receptive and expressive lan-
-		orehension Purple (bold) = Analysis WEEN INDIVIDUALS, EVENTS AND II		4	guage arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
2	 GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. 				Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and share with others.
	RI.6.4	RI.7.4	RI.8.4	7	
	Determine the meaning of words and phrases as they are used in a text, including fig- urative, connotative and tech-	Determine the meaning of words and phrases as they are used in a text, including figura- tive, connotative and technical	Determine the meaning of words and phrases as they are used in text, in- cluding figurative, connotative and technical meanings; analyze the im-	8	Engage in specialized, discipline- specific literacy practices.
	nical meanings; analyze the impact of a specific word choice on meaning and tone.	meanings; analyze the impact of word choices on meaning and tone.	pact of specific word choices on mean- ing and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro-		
-		brehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT text, including figurative, connotative	10	motes lifelong learning.
		e the impact of WORD CHOICES on			HOME

	 GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 5. Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. 				Interdisciplinary Literacy Practices
	RI.6.5	1	Recognize that text is anything that communicates a message.		
te se	analyze how a particular sen- ence, paragraph, chapter or ection fits into the overall	RI.7.5 Analyze the structure an author uses to organize a text, includ- ing how the different sections	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in de-	2	Employ, develop and refine schema to understand and create text.
tr	tructure of a text and con- ributes to the development of the ideas.	contribute to the whole and to the development of the ideas.	veloping and refining a key concept.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
-		MULTIDIMENSIONALITY –RI.7.5 prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Analyze the STRUCTURE an auth o the whole and to the develop	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
• 6	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 6. Students will analyze how point of view, perspective, and purpose shape the content and style of a text.				Collaborate with others to create new meaning.
6.		PROGRESSION		7	Utilize digital resources to learn and share with others.
sp sp	RI.6.6 Determine an author's per- pective and purpose in a text, and explain how it is conveyed	RI.7.6 Determine an author's perspec- tive and purpose in a text, and analyze how the author distin-	RI.8.6 Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and	8	Engage in specialized, discipline- specific literacy practices.
	n a text.	guishes his or her position from that of others.	responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY -RI.7.6	5		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine an author's PERSPECTIVE and PURPOSE in a text, and analyze how the author distinguishes his				Develop a literacy identity that pro- motes lifelong learning.
F_ oi	r her position from that of oth	ers.			HOME

	GUIDING PR		Interdisciplinary		
P	 Students will integrate and ev media and formats. 		Literacy Practices		
	RI.6.7	PROGRESSION RI.7.7	RI.8.7	1	Recognize that text is anything that communicates a message.
	Integrate information present- ed in print and non-print for- mats to develop a coherent	Compare/contrast a print to a non-print version of a text, ana- lyzing each media's portrayal of	Evaluate the advantages and disad- vantages of using print and non-print formats for presenting particular top-	2	Employ, develop and refine schema to understand and create text.
	understanding of a topic or issue.	the subject and its impact on the audience.	ics or ideas.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Comp Compare/contrast a print to a r		MAROON (CAPS) = CONTENT ng each media's PORTRAYAL OF THE	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	SUBJECT and its impact on the a	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
P	 GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency. 				Collaborate with others to create new meaning.
	PROGRESSION RI.6.8 RI.7.8 RI.8.8			7	Utilize digital resources to learn and share with others.
	Identify and evaluate the ar- gument and specific claims in a text, distinguishing claims	Identify and evaluate the argu- ment and specific claims in a text, assessing whether the rea-	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	8	Engage in specialized, discipline- specific literacy practices.
	that are supported by reasons and evidence from unsupport- ed claims.	soning is sound and the evi- dence is relevant and sufficient to support the claims.	the evidence is relevant and suffi- cient; recognize when irrelevant evi- dence is introduced.	9	Apply high level cognitive processes to think deeply and critically about text.
. 1	Green (italic) = Comp		MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
┞╌╹╹	<i>Identify</i> 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.				HOME

GUIDING PRIN	ICIPLE FOR READING INFORMATIO	NAL TEXT		Interdisciplinary		
	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
		Recognize that text is anything that				
RI.6.9	RI.7.9	RI.8.9	1	communicates a message.		
Compare/contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic pre- sent key information by emphasiz- ing different evidence or advancing	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpreta-	2	Employ, develop and refine schema to understand and create text.		
	different interpretations of facts.	tion.	_	View literacy experiences as transac-		
Ν	MULTIDIMENSIONALITY – RI.7.9		3	tional, interdisciplinary and transfor-		
Green (italic) = Compre	ehension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT		mational. Utilize receptive and expressive lan-		
	HORS WRITING ABOUT THE SAME TO dvancing different interpretations of f		4	guage arts to better understand self, others and the world.		
GUIDING PRIN 10. Students will read, comprehen	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
	PROGRESSION		Collaborate with others to create			
RI.6.10	RI.7.10	RI.8.10	6	new meaning.		
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc-	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	7	Utilize digital resources to learn and share with others.		
ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read,	arizing, synthesizing, knowledge, deter- ortance) to read,ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehending, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,		8	Engage in specialized, discipline- specific literacy practices.		
level appropriate informational texts independently and profi- ciently.ate, complex informational independently and profici	and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.		
	IULTIDIMENSIONALITY –RI.7.10	ROON (CAPS) = CONTENT				
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e.</i> , questioning, monitoring, visu-				Develop a literacy identity that pro- motes lifelong learning.		
alizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.				HOME		

Composition – Grade 7

Text Types and Purposes

Compose arguments to support claims with clear reasons and relevant evidence.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use transitions to create cohesion and clarify the relationships among claims.
- e. Establish and maintain a task appropriate writing style.

C.7.1

C.7.2

- f. Provide a concluding statement or section that supports the argument presented.
- g. With some guidance, 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.

Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

h. With some guidance, 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.

1 Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
Utilize receptive and expressive guage arts to better understand others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10 Develop a literacy identity that promotes lifelong learning.					
HOME					

Composition – Grade 7

	Text Types and Purposes	4	Recognize that text is anything that	
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas us- ing effective technique, relevant descriptive details and well-structured event sequences.	1	communicates a message.	
	 a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience. 	2	Employ, develop and refine schema to understand and create text.	
	 Engage 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. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
C.7.3	 Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. 		mational.	
<u>c.7.5</u>	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	e. Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently,	
	f. Provide a conclusion that follows from and reflects on the narrated experiences or events.	5	to approach new literacy tasks.	
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create	
	Production and Distribution		new meaning.	
<u>C.7.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.	
	Research to Build and Present Knowledge	8	Engage in specialized, discipline-	
<u>C.7.5</u>	Conduct short research projects to answer a question, drawing on several sources and generating addi- tional related, focused questions for further research and investigation.		specific literacy practices.	
<u>C.7.6</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; as- sess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic	9	Apply high level cognitive processes to think deeply and critically about text.	
	MLA or APA citation.	10	Develop a literacy identity that pro-	
	Range of Writing	10	motes lifelong learning.	
<u>C.7.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME	

2

1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

valid reasoning and relevant and	1	Recognize that text is anything that communicates a message.		
C.6.1	PROGRESSION C.7.1	C.8.1		communicates a message.
Compose arguments to sup- port claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and rele-	2	Employ, develop and refine schema to understand and create text.
a. Produce clear and coher-	a. Produce clear and coherent	vant evidence. a. Produce clear and coherent	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
ent writing in which the development, organiza- tion, and style are appro-	writing in which the devel- opment, organization and style are appropriate to task,	writing in which the develop- ment, organization and style are appropriate to task, purpose	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
priate to task, purpose and audience.	purpose and audience.	and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 b. Introduce claim(s) and or- ganize the reasons and evi- dence clearly. 	 b. Introduce claim(s), acknowledge opposing claims and counter/refute 	 b. Introduce claim(s), acknowledge and distinguish opposing claim (s) and counter/refute them, 	6	Collaborate with others to create new meaning.
	them and organize the rea- sons and evidence logically.	and organize the reasons and evidence logically.	7	Utilize digital resources to learn and share with others.
c. Support claim(s) with clear reasons and relevant evi-	c. Support claim(s) with logical reasoning and relevant evi-	c. Support claim(s) with logical rea- soning and relevant evidence,	8	Engage in specialized, discipline- specific literacy practices.
dence, using credible sources, acknowledging opposing claims and demonstrating an under-	dence, using accurate, credi- ble sources and demon- strating an understanding of the topic or text.	using accurate, credible sources and demonstrating an under- standing of the topic or text.	9	Apply high level cognitive processes to think deeply and critically about text.
standing of the topic or text.			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	PROGRESSION							Interdisciplinary
		C.6.1		C.7.1		C.8.1		Literacy Practices
	c I	Use words, phrases and clauses to clarify the re- lationships among claim (s) and reasons.	d.	Use transitions to create co- hesion and clarify the rela- tionships among claims.	d.	Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	1	Recognize that text is anything that communicates a message.
		Establish and maintain a	e.	Establish and maintain a task	e.		2	Employ, develop and refine schema to understand and create text.
~	f	formal style.		appropriate writing style.		propriate writing style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	s	Provide a concluding statement or section that follows from the	f.	Provide a concluding state- ment or section that sup- ports the argument present-	f.	Provide a concluding statement or section that supports the argu- ment presented.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		argument presented. With some guidance,	g.	ed. With some guidance, devel-	g.	With some guidance, develop and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	(develop and strengthen writing as needed by planning, revising, ed-		op and strengthen writing as needed by planning, revising, editing, rewriting or trying a		strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach,	6	Collaborate with others to create new meaning.
		iting, rewriting or trying a new approach.		new approach, focusing on how well purpose and audi- ence have been addressed.		focusing on how well purpose and audience have been ad- dressed.	7	Utilize digital resources to learn and share with others.
							8	Engage in specialized, discipline- specific literacy practices.
							9	Apply high level cognitive processes to think deeply and critically about text.
							10	Develop a literacy identity that pro- motes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.7.1		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose ARGUMENTS to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style <i>are appropriate</i>	1	Recognize that text is anything that communicates a message.
to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons	2	Employ, develop and refine schema to understand and create text.
 and evidence logically. C. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 d. Use TRANSITIONS to create cohesion and clarify the relationships among claims. e. Establish and maintain a task appropriate writing style. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, <i>editing</i>, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that pro- motes lifelong learning.

HOME

P

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

		1	Recognize that text is anything that	
	PROGRESSION		-	communicates a message.
C.6.2	C.7.2	C.8.2		Employ, develop and refine schema
Compose informative and/or explanatory texts to examine	Compose informative and/or ex- planatory texts to examine a top-	Compose informative and/or explan- atory texts to examine a topic and	2	to understand and create text.
a topic and convey ideas, concepts and information through the selection, organ- ization and analysis of rele-	ic and convey ideas, concepts and information through the selec- tion, organization and analysis of relevant content.	convey ideas, concepts, and infor- mation through the selection, organi- zation, and analysis of relevant con- tent.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
a. Produce clear and coher-	a. Produce clear and coherent	a. Produce clear and coherent	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
ent writing in which the development, organiza- tion and style are appro- priate to task, purpose	writing in which the develop- ment, organization and style are appropriate to task, pur- pose and audience.	writing in which the develop- ment, organization and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
and audience. b. Introduce a topic, pre-	 Introduce a topic clearly; or- ganize ideas, concepts and information, using strategies such as definition, classifica- tion, comparison/contrast and cause/effect; include for- matting, graphics and multi- media when useful to aiding comprehension. 	 b. Introduce a topic clearly; organ- ize ideas, concepts, and infor- mation into broader categories; include formatting, graphics and multimedia when useful to aiding 	6	Collaborate with others to create new meaning.
viewing what is to fol- low; organize ideas, con- cepts and information, using strategies such as			7	Utilize digital resources to learn and share with others.
definition, classification, comparison/contrast and cause/effect; include		comprehension.	8	Engage in specialized, discipline- specific literacy practices.
formatting, graphics and multimedia when useful to aiding comprehen- sion.			9	Apply high level cognitive processes to think deeply and critically about text.
 Develop the topic with relevant facts, defini- tions, concrete details, quotations or other in- 	 Develop the topic with rele- vant facts, definitions, con- crete details, quotations or other information and exam- 	 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. 	10	Develop a literacy identity that pro- motes lifelong learning.
formation and examples.	ples.	other mornation and examples.		HOME

PROGRESSION							Interdisciplinary
	C.6.2		C.7.2		C.8.2		Literacy Practices
d.	Use appropriate transi- tions to clarify the rela- tionships among ideas and concepts.	d.	Use appropriate transitions to create cohesion and clarify the relationships among ide- as and concepts.	d.	Use appropriate and varied tran- sitions to create cohesion and clarify the relationships among ideas and concepts.	1	Recognize that text is anything that communicates a message.
e.	Use precise language and domain-specific vo-	e.	Use precise language and domain-specific vocabulary	e.	Use precise language and do- main-specific vocabulary to in-	2	Employ, develop and refine schema to understand and create text.
	cabulary to inform about or explain the topic.		to inform about or explain the topic.		form about or explain the topic.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
f.	Establish and maintain a formal style.	f.	Establish and maintain a for- mal style.	f.	Establish and maintain a formal style.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
g.	Provide a concluding statement or section that follows from the	g.	Provide a concluding state- ment or section that follows from and supports the infor-	g.	Provide a concluding statement or section that follows from and supports the information or ex-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	information or explana- tion presented.		mation or explanation pre- sented.		planation presented.	6	Collaborate with others to create new meaning.
h.	With some guidance, develop and strengthen writing as needed by	h.	With some guidance, devel- op and strengthen writing as needed by planning, revising,	h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-	7	Utilize digital resources to learn and share with others.
	planning, revising, ed- iting, rewriting or trying a new approach, focus- ing on how well purpose		editing, rewriting or trying a new approach, focusing on how well purpose and audi- ence have been addressed.		writing or trying a new approach, focusing on how well purpose and audience have been ad- dressed.	8	Engage in specialized, discipline- specific literacy practices.
	and audience have been addressed.				uresseu.	9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.7.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*
- b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. **Develop the topic with relevant** *facts, definitions, concrete details, quotations or other information and examples.*
- *d.* Use appropriate TRANSITIONS to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. With some guidance, 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.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
HOME					

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3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

enective technique, wen-ch	1	Recognize that text is anything that		
	PROGRESSION		1	communicates a message.
C.6.3	C.7.3	C.8.3	2	Employ, develop and refine schema
Compose narratives to devel- op real or imagined experi-	Compose narratives to develop real or imagined experiences or	Use narratives strategically in other modes of writing, utilizing effective	2	to understand and create text.
ences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-	multiple events, memories or ide- as using effective technique, rele- vant descriptive details and well- structured event sequences.	technique, well-chosen details and well-structured sequences for an in- tended purpose.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
structured event sequences.a. Produce clear and coherent writing in which the	a. Produce clear and coherent writing in which the develop-	 a. Produce clear and coherent writing in which the develop- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
development, organiza- tion and style are appro- priate to task, purpose and audience.	ment, organization, and style are appropriate to task, pur- pose and audience.	ment, organization and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 Engage the reader by establishing a context and introducing a narra- 	 Engage the reader by estab- lishing a context and point of view and introducing a parra- 	 Engage the reader by setting out a problem, situation or observa- tion, establishing a point of view 	6	Collaborate with others to create new meaning.
tor and/or characters; organize an event se- quence that unfolds nat-	tor and/or characters; organ- ize an event sequence that unfolds naturally and logical-	tor and/or characters; organ- ize an event sequence that unfolds naturally and logical- ly. and introducing a narrator and/or characters; create a smooth pro- gression of experiences or events.	7	Utilize digital resources to learn and share with others.
urally and logically.			8	Engage in specialized, discipline- specific literacy practices.
 C. Use narrative tech- niques, such as dialogue, pacing and description, to develop experiences, events and/or charac- 	 C. Use narrative techniques, such as dialogue, pacing and description, to develop expe- riences, events and/or char- acters. 	dialogue, pacing, description and reflection, to develop experienc- es, events and/or characters.	9	Apply high level cognitive processes to think deeply and critically about text.
ters.			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

PROGRESSION							Interdisciplinary
	C.6.3		C.7.3		C.8.3		Literacy Practices
d.	tion words to convey sequence and signal shifts from one time	d.	words to convey sequence and signal shifts from one time frame or setting to an-	d.	Use a variety of transitions to con- vey sequence, signal shifts from one time frame or setting to an- other and show the relationships	1	Recognize that text is anything that communicates a message.
	frame or setting to an- other.		other.		among experiences and events.	2	Employ, develop and refine schema to understand and create text.
e.	Use precise words and phrases, relevant de- scriptive details and sen-	e.	Use precise words, relevant descriptive details and sen- sory language to capture the	e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	sory language to convey experiences and events.		action and convey experienc- es and events.		action and convey experiences and events.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
f.	Provide a conclusion that follows from the narrated experiences or events.	f.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	f.	Provide a conclusion that con- nects the narrative's relevance to the intended purpose of the writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g.	With guidance, develop and strengthen writing	g.	With guidance, develop and strengthen writing as needed	g.	With guidance, develop and strengthen writing as needed by	6	Collaborate with others to create new meaning.
	as needed by planning, revising, editing, re- writing or trying a new		by planning, revising, editing, rewriting or trying a new ap- proach.		planning, revising, editing, re- writing or trying a new approach.	7	Utilize digital resources to learn and share with others.
	approach.	pproach.				8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.7.3

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose NARRATIVES to develop real or imagined *experiences or multiple events, memories or ideas* using effective technique, relevant descriptive details and well-structured event sequences.

- a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*
- **b.** Engage 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.
- **c.** Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- *d.* Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
- *e.* Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- f. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- g. With guidance, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach.

Interdisciplinary Literacy Practices Recognize that text is anything tha

1	1 Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	10 Develop a literacy identity that pro- motes lifelong learning.					
	HOME					

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

	PROGRESSION				Recognize that text is anything that communicates a message.
	C.6.4	C.7.4	C.8.4		
	Use digital resources to create and publish products as well as to interact and collaborate with	Use digital resources to create and publish products as well as to interact and collaborate with	Use digital resources to create and publish products as well as to inter- act and collaborate with others;	2	Employ, develop and refine schema to understand and create text.
•	others; cite sources using MLA or APA format.	others; cite sources using MLA or APA format.	cite sources using MLA or APA for- mat.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		1ULTIDIMENSIONALITY - C.7.4			Utilize receptive and expressive lan-
_		ehension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
	Use DIGITAL RESOURCES to create ers; cite sources using MLA or APA	interact and collaborate with oth-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUIDI		Collaborate with others to create		
	5. Students will conduct short as w		6	new meaning.	
	demonstrating understanding of t	he subject under investigation.			Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	C.6.5	C.7.5	C.8.5		Engage in specialized, discipline-
	· · · ·	Conduct short research projects to answer a question, drawing on	Conduct short research projects to answer a question (including a self-	8	specific literacy practices.
	1	several sources and generating additional related, focused ques- tions for further research and in- vestigation.	generated question), drawing on several sources and generating new avenues for inquiry.	9	Apply high level cognitive processes to think deeply and critically about text.
	len en e		Develop a literacy identity that pro-		
	Green (italic) = Compre	10	motes lifelong learning.		
	Conduct short RESEARCH projects to answer a question, <i>drawing on several sources</i> and generating addi- tional related, focused questions for further research and investigation.				HOME



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

		1	Recognize that text is anything that		
	C.6.6	C.7.6	C.8.6		communicates a message.
	Gather relevant information from multiple print and digital sources; assess the credibility	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	2	Employ, develop and refine schema to understand and create text.
~	of each source; and, in order to reflect or interpret, quote or paraphrase data and con- clusions of others, avoiding	sess the credibility and accuracy of each source; and, in order to en- gage in reflection or analysis, quote or paraphrase data and con-	sess the credibility and accuracy of each source; and, in order to re- flect, analyze or complete short research projects, quote or para-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	plagiarism by providing in- text and bibliographic MLA or APA citation.	clusions of others, avoiding plagia- rism by providing in-text and bibli- ographic MLA or APA citation.	phrase the data and conclusions of others avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.7.6			Apply strategic practices, with
		prehension Purple (bold) = Analysis M.	· · ·	5	scaffolding and then independently, to approach new literacy tasks.
ſ	the credibility and accuracy of	ing search terms effectively; assess n reflection or analysis, QUOTE OR or by providing in-text and biblio-	6	Collaborate with others to create new meaning.	
		DING PRINCIPLE FOR COMPOSITION ely over extended and shorter time fra		7	Utilize digital resources to learn and share with others.
		PROGRESSION			Engage in specialized, discipline-
	C.6.7	C.7.7	C.8.7	8	specific literacy practices.
~	extended time frames and shorter time frames for a variety of tasks, purposes	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and short time frames for a variety of tasks, purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
	and audiences. MULTIDIMENSIONALITY - C.7.7 10 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Develop a literacy identity that pro-
					motes lifelong learning.
	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME

	Language – Grade 7		Interdisciplinary Literacy Practices
	Conventions of Standard English	1	Recognize that text is anything that communicates a message.
<u>L.7.1</u>	 In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. 		Employ, develop and refine schema to understand and create text.
<u>L.7.2</u>	 b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and cor- rect spelling errors. 		View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>L.7.3</u>	 Knowledge of Language 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. 		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Vocabulary Acquisition and Use		Collaborate with others to create new meaning.
	 L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array 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 Greek and Latin affixes and roots as clues to the meaning of a word c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. 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. 		Utilize digital resources to learn and share with others.
<u>L.7.4</u>			Engage in specialized, discipline- specific literacy practices.
			Apply high level cognitive processes to think deeply and critically about text.
<u>L.7.5</u>	 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. a. Distinguish among the connectations of words with similar depotations. 	10	Develop a literacy identity that pro- motes lifelong learning.
	c. Distinguish among the connotations of words with similar denotations.		HOME

1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

			Recognize that text is anything that		
	L.6.1	L.7.1	L.8.1	1	communicates a message.
	In both written and oral expres- sion: a. Recognize vague pronouns	In both written and oral expres- sion: a. Create sentences using cor- rectly placed clauses and	In both written and oral expres- sion: a. Identify verbals correctly based	2	Employ, develop and refine schema to understand and create text.
	and correct pronoun errors, including but not limited to subjective, objective, pos- sessive and intensive pro-	phrases.	on their intended function. b. Demonstrate appropriate use	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	nouns. b. Recognize and correct inap-	 Demonstrate appropriate use of simple, compound, complex and compound- complex sentences to signal 	of verbs in the active and pas- sive voice.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	propriate shifts in pronoun number and person.	differing relationships among ideas.	 Demonstrate appropriate use of verbs in the indicative, im- perative, interrogative, condi- tional and subjunctive mood, 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Recognize variations from standard English, and imple- ment strategies to improve expression in conventional 		while recognizing and cor- recting inappropriate shifts.	6	Collaborate with others to create new meaning.
	language.	1ULTIDIMENSIONALITY - L.7.1		7	Utilize digital resources to learn and share with others.
	Green (italic) = Compre		AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	 In both written and oral expression: a. Create sentences using correctly placed CLAUSES AND PHRASES. b. Demonstrate appropriate use of SIMPLE, COMPOUND, COMPLEX AND COMPOUND-COMPLEX SENTENCES to signal differing relationships among ideas. 				Apply high level cognitive processes to think deeply and critically about text.
					Develop a literacy identity that pro- motes lifelong learning.
			HOME		

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

	PROGRESSION				Recognize that text is anything that
	L.6.2	L.7.2	L.8.2	1	communicates a message.
	When writing:a. Demonstrate appropriate use of punctuation	When writing:a. Demonstrate appropriate use of a comma to separate	When writing:a. Demonstrate appropriate use of punctuation to indicate a	2	Employ, develop and refine schema to understand and create text.
_	(commas, parentheses, dashes) to set off nonre- strictive/parenthetical ele-	coordinate adjectives.	pause or break.b. Demonstrate appropriate use of an ellipsis to indicate an	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	ments. b. Demonstrate appropriate	b. Demonstrate appropriate	omission. c. Demonstrate appropriate use	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	use of strategies to identify and correct spelling errors.	use of strategies and re- sources (print and electron- ic) to identify and correct	of strategies and resources (print and electronic) to identi- fy and correct spelling errors.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		spelling errors.		6	Collaborate with others to create new meaning.
	N Green (italic) = Compre	IULTIDIMENSIONALITY - L.7.2 Phension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	When writing:			8	Engage in specialized, discipline- specific literacy practices.
J		of a COMMA TO SEPARATE COORDI		9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME



3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

		PROGRESSION		1	Recognize that text is anything that
	L.6.3	L.7.3	L.8.3	_	communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speak- ing, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Vary sentence patterns for	a. Choose language that ex-	a. Use verbs in the active and	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	meaning, reader/listener presses ideas precisely and interest and style. concisely, recognizing and eliminating wordiness and	passive voice and in the condi- tional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	 Maintain consistency in style and tone. 	redundancy.	action; expressing uncertainty or describing a state contrary to fact).	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
		IULTIDIMENSIONALITY - L.7.3 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
J		s conventions when writing, speaking ses ideas precisely and concisely, rec	g, reading or listening. cognizing and eliminating wordiness	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Interdisciplinary Literacy Practices

Recognize that text is anything that

order to be transition ready.			1	communicates a message.
	PROGRESSION			
L.6.4	L.7.4	L.8.4	2	Employ, develop and refine schema to understand and create text.
Determine or clarify the mean- ing of unknown and multiple- meaning words and phrases based on grade 6 reading and content, choosing flexibly from	ing of unknown and multiple- meaning words and phrases based on grade 7 reading andof unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
an array of strategies. a. Use context (e.g., the overall	an array of strategies. a. Use context (e.g., the overall	a. Use context (e.g., the overall	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a	meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a	meaning of a sentence or para- graph; a word's position or function in a sentence) as a clue to the meaning of a word	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
word or phrase. b. Use Greek and Latin affixes	word or phrase. b. Use Greek and Latin affixes	or phrase. b. Use Greek and Latin affixes and	6	Collaborate with others to create new meaning.
and roots as clues to the meaning of a word.	and roots as clues to the meaning of a word.	roots as clues to the meaning of a word.	7	Utilize digital resources to learn and share with others.
 Consult print and digital ref- erence materials to find the pronunciation and deter- 	 Consult print and digital ref- erence materials to find the pronunciation and deter- 	 Consult print and digital refer- ence materials to find the pro- nunciation and determine or 	8	Engage in specialized, discipline- specific literacy practices.
mine or clarity the precise meaning of key words and phrases.	mine or clarity the precise meaning of key words and phrases.	nunclation and determine or clarify the precise meaning of key words and phrases.	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

		PROGRESSION			Interdisciplinary
	L.6.4	L.7.4	L.8.4		
	grade-appropriate general grade-appropriate general academic and domain- specific words and phrases; specific words and phrases; words and phrases; gather vo-		1	Literacy Practices Recognize that text is anything that communicates a message.	
•		cabulary knowledge when con- sidering a word or phrase im-	2	Employ, develop and refine schema to understand and create text.	
	portant to comprehension or expression.	portant to comprehension or expression.	expression.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	N Green (italic) = Compr	/IULTIDIMENSIONALITY - L.7.4 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning reading and content, choosing fle	of unknown and multiple-meaning w xibly from an array of strategies.	ords and phrases based on grade 7	6	Collaborate with others to create new meaning.
	 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 GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word. 			7	Utilize digital resources to learn and share with others.
		ence materials to find the pronunciat		8	Engage in specialized, discipline- specific literacy practices.
		rade-appropriate general academic a nowledge when considering a word	and domain-specific words and or phrase important to comprehen-	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

5. Demonstrate understanding of word relationships and nuances in word meanings.

2

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		Recognize that t	Recognize that text is anything that		
	L.6.5	L.7.5	L.8.5	1	communicates a message.
	Demonstrate understanding of,	Demonstrate understanding of,	Demonstrate understanding of,		Ŭ
	figurative language, word rela-	figurative language, word rela-	figurative language, word relation-	•	Employ, develop and refine schema
	tionships and nuances in word	tionships and nuances in word	ships and nuances in word mean-	2	to understand and create text.
	meanings.	meanings.	ings.		
	a. Interpret figurative lan-	a. Interpret figurative lan-	a. Interpret figurative language,	-	View literacy experiences as transac-
	guage, including but not	guage, including but not lim-	including but not limited to	3	tional, interdisciplinary and transfor-
_	limited to personification, in	ited to allusions, in context.	irony, in context.		mational.
	context.		nony, in context.		Utilize receptive and expressive lan-
	context.			4	guage arts to better understand self,
	b. Use the relationship be-	b. Use the relationship be-	b. Use the relationship between		others and the world.
	tween particular words to	tween particular words to	particular words to better un-		Apply strategic practices, with
	better understand each of	improve understanding.	derstand each of the words.	5	scaffolding and then independently,
	the words.				to approach new literacy tasks.
	c. Distinguish among the con-	c. Distinguish among the con-	c. Distinguish among the conno-		
	notations of words with sim-	notations of words with sim-	tations of words with similar	6	Collaborate with others to create
	ilar denotations.	ilar denotations.	denotations.	Ū	new meaning.
				7	Utilize digital resources to learn and
				-	share with others.
		1ULTIDIMENSIONALITY - L.7.5			Engage in specialized dissipline
	Green (italic) = Compre	ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline-
					specific literacy practices.
_	Demonstrate understanding of. fi	gurative language, word relationshi	ips and nuances in word meanings.		Apply high level cognitive processes
	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.		9	to think deeply and critically about	
	a. Interpret figurative language,	including but not limited to ALLUSIC	JNS, in context.	J	text.
	b. Use the relationship between	particular words to improve under	standing.		
	c. Distinguish among the CONNOTATIONS of words with similar DENOTATIONS.		10	Develop a literacy identity that pro-	
	c. Distinguish among the control		NOTATIONS.	10	motes lifelong learning.
					HOME