# Moonachie School District English Language Arts Curriculum: Grade 7

*New Jersey Student Learning Standards for English Language Arts*

**Born On: August 27, 2024**
Re-Adoption: August 26, 2025

The following maps outline the New Jersey Student Learning Standards for grade 7 English Language Arts.  Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

**Assessment:**

| Reading Literature and Informational Text | Writing and Language |
|---|---|
| End of story tests (multiple choice, open ended) | Journal Entries |
| End of Unit/Theme Assessments | Writing Process Pieces |
| End of Book Activities | End of Book Activities |
| DRA/Running Records | Argument Writing an essay |
| Book Trailers | Narrative: Story Writing |
| Written activities i.e. graphic organizers | Informational: Writing a research paper |
| Sequencing activities | Book reports |
| Read Alouds | Proofreading and Editing |
| Researching sources | Written activities i.e. graphic organizers |
| Comprehension: book jackets, letters to a character | Writing samples |
| Literature Circles | |

**Resources:**

| | | |
|---|---|---|
| Graphic Organizers | Anchor Charts | Leveled readers |
| Common Core Performance | Center Activities | Audio books |
| Writer's checklist | Student Journals | Proofreading charts |
| Smart Board | Sentence strips | |
| Leveled Classroom library | Audio books | |
| | Decodable Text for Emergent Readers | |

**References:**
http://www.state.nj.us/education/cccs/2016/ela/
http://www.corestandards.org/assets/NJSLSI_ELA%20Standards.pdf
Common Core Exemplars:  http://www.corestandards.org/assets/Appendix_B.pdf, "Oranges" by Gary Soto, *Roll of Thunder, Hear My Cry* by Mildred Taylor

**Websites:**

| | | |
|---|---|---|
| www.brainpop.com | www.newsELA.com | www.wordle.com |
| www.spellingcity.com | www.scholastic.com | www.parrcc.com |
| www.standardssolutions.com | www.readwritethink.org | |
| www.freerice.com | www.puzzlemaker.com | |
| www.starfall.com        . | www.readworks.com | |
| http://www.storylineonline..com | www.thinkcentral.com | |

## ENGLISH LANGUAGE ARTS: GRADE 7
## DOMAIN: LANGUAGE

**Anchor Standard: (SS) System and Structure of Language**
By the end of grade 12, demonstrate command of [the conventions of standard English] grammar and usage, capitalization, punctuation, and spelling.

| Performance Indicators |
|---|

**L.SS.7.1**      **Demonstrate command of the system and structure of the English language when writing or speaking.**
L.SS.7.1.A      Explain the function of phrases and clauses in general and their function in specific sentences.
L.SS.7.1.B      Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.SS.7.1.C      Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.SS.7.1.D      Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.SS.7.1.E      Recognize spelling conventions.

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| The students will be able to:<br>- Demonstrate understanding and use phrases to modify sentences.<br>- Demonstrate understanding and use of independent and dependent clauses to vary sentence structure in their writing.<br>- Recognize and use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>- Identify and correct misplaced and dangling modifiers.<br>- Identify the difference between cumulative and coordinate adjectives<br>- Use a comma between coordinate adjectives<br>- Identify and correct commonly misspelled words. | Part of Speech<br>Subject<br>Predicate<br>Phrases<br>Independent Clause<br>Dependent Clause<br>Subordinating<br>Conjunction<br>Commas<br>Parentheses<br>Dashes<br>Hyphens<br>Colon<br>Semi-Colon<br>Modifier<br>Nonrestrictive Element<br>Parenthetical Element<br>Homophones<br>Homonyms<br>Homographs | - Response paragraphs<br>- Essays (explanatory, argumentative, and narrative)<br>- Mentor sentences/texts<br>- Annotations<br>- Targeted mini-lessons<br>- Journaling | Response paragraphs<br>Essays (argumentative, explanatory, and narratives<br>Teacher-created assessments<br>Teacher observations<br>Exit slips<br>Benchmark assessments<br>Spelling quizzes<br>Journal entries<br>IXL | Google Classroom applications<br>Graphic Organizers<br>Notes<br>Checklists<br>Rubrics<br>Anchor charts<br>Journals<br>Ed Puzzle<br>Khan Academy<br>IXL<br>Quizlet<br>Kahoot<br>Gimkit<br>Blooket |

**Anchor Standard: (KL) Knowledge of Language**

By the end of grade 12, apply knowledge of language and command of vocabulary 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.

**Performance Indicators**

**L.KL.7.2**     **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
L.KL.7.2.A     Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.7.2.B     Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.KL.7.2.C     Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Revise writing for preciseness and accuracy.<br>- Edit writing for capitalization, punctuation, usage, and spelling.<br>- Demonstrate and apply knowledge of grade specific/domain specific vocabulary.<br>- Use resources to vary word choice. | Connotation<br>Denotation<br>Synonym<br>Antonym<br>Wordiness<br>Redundancy<br>Proper nouns<br>Root<br>Affix<br>Suffix<br>Prefix<br>Phrase | - Response paragraphs<br>- Mentor sentences/texts<br>- Essays (argumentative, explanatory, narrative)<br>- Revisions<br>- Editing<br>- Annotate mentor texts<br>- Targeted mini-lessons | Response paragraphs<br>Essays (argumentative, narratives and explanatory)<br>Teacher-created assessments<br>Teacher observations<br>Exit slips<br>Revise/edit mentor sentences<br>Revise/edit writing samples<br>IXL | Google Classroom apps<br>Interactive apps<br>Mentor texts<br>Graphic organizers/notes<br>Revising/Editing Checklists<br>Rubrics<br>Mentor Writing Samples<br>Anchor Charts/posters<br>Ed Puzzle<br>Khan Academy<br>IXL |

**Anchor Standard: (VL) Vocabulary Acquisition, Use and Literal Meaning**

By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

**Performance Indicators**

**L.VL.7.3**     **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
L.VL.7.3.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 phrases.
L.VL.7.3.B     Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.VL.7.3.C     Analyze the impact of a specific word choice on meaning and tone.
L.VL.7.3.D     Consult 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.
L.VL.7.3.E     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).

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Determine the meaning of words and phrases as they are used in a text.<br>- Use context clues to determine meaning of unknown words or phrases.<br>- Use resources and reference materials, both print and digital to determine the pronunciation, parts of speech, and meaning of unknown words.<br>- Use Greek/Latin affixes and roots to determine word meaning<br>- Analyze the meaning of words and phrases including figurative, connotative, and technical meanings.<br>- Analyze the tone of words and phrases.<br>- Verify the preliminary determination of a pronunciation, meaning or part of speech of a word or phrase. | Context<br>Function<br>Figurative<br>Language<br>Word<br>Phrase<br>Denotative<br>Connotative<br>Technical<br>Suffix<br>Prefix<br>Affix<br>Root<br>Part Of Speech<br>Precise Meaning<br>Inferred Meaning | - Targeted mini-lessons<br>- Annotate mentor texts<br>- Utilize vocabulary.com or other online resources<br>- Part A/B questions<br>- Analyze poetry<br>- Analyze song lyrics | Teacher created materials<br>Teacher observation<br>Exit slips<br>Annotations<br>Benchmark assessments | Mentor texts (novels, short stories, poems, articles)<br>Independent reading books<br>Google Classroom<br>Applications<br>Graphic Organizers/notes<br>Revising/Editing Checklists<br>Rubrics<br>Anchor Charts<br>IXL<br>Quizlet<br>Kahoot<br>Gimkit<br>Blooket<br>Vocabulary.com |

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**Anchor Standard: (VI) Vocabulary Acquisition, Use and Interpretative Meaning**
By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

**Performance Indicators**

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|---|---|
| **L.VI.7.4** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| L.VI.7.4.A | Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. |
| L.VI.7.4.B | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
| L.VI.7.4.C | Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. |
| L.VI.7.4.D | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Identify and determine meaning of figures of speech in context.<br>- Identify the relationship between particular words(synonym, antonym, analogy) to better understand each of the words.<br>- Analyze the impact of repetition and rhyme in a poe, story or drama.<br>- Distinguish among the connotations of words with similar denotations. | Figurative Language<br>Word Relationships<br>Allusion<br>Simile<br>Metaphor<br>Personification<br>Alliteration<br>Synonym<br>Antonym<br>Rhyme<br>Repetition<br>Connotation<br>Denotation<br>Impact<br>Tone<br>Analogy | - Targeted mini-lessons<br>- Annotate mentor texts<br>- Utilize online resources<br>- Analyze poetry<br>- Analyze song lyrics | Teacher-created assessments<br>Teacher observation<br>Response paragraphs<br>Exit slips<br>Benchmark Assessments | Mentor texts (novels, poems, short stories)<br>Independent reading books<br>Google Classroom apps<br>Graphic organizers/Notes<br>Revising/Editing Checklists<br>Rubrics<br>Anchor Charts<br>IXL<br>Quizlet<br>Kahoot<br>Gimkit<br>Blooket<br>Vocabulary.com |

## ENGLISH LANGUAGE ARTS: GRADE 7
## DOMAIN: READING

**Anchor Standard: (CR) Close Reading of Text**
By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

| | | Performance Indicators | |
|---|---|---|---|
| **Literary Texts** | RL.CR.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. | |
| **Informational Texts** | RI.CR.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. | |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Cite textual, relevant evidence from literary or informational text to support analysis. | Textual evidence<br>Relevant<br>Analysis<br>Explicitly<br>Infer/inferences | - Mini-lessons on matching evidence to claim, central idea, etc.<br>- Provide a text and highlight evidence | Teacher-made assessments<br>Written responses<br>Worksheets/Google Doc<br>Teacher observations<br>Benchmark assessments | Anchor charts<br>Mentor texts (novels, short stories, poems, articles, excerpts)<br>Teacher model and samples<br>Scholastic Scope |

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|---|---|---|---|---|
| - Analyze and synthesize information from one or more texts to support analysis.<br>- Make inferences based on what the text states explicitly using evidence to support analysis. | | - Infer based on what the text states indirectly<br>- Part A/B Questions: Reading Comprehension + Matching Evidence | | Scholastic Action<br>IXL |

**Anchor Standard: (CI) Central Ideas and Themes of Texts**
By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

| | | Performance Indicators |
|---|---|---|
| Literary Texts | RL.CI.7.2 | Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| Informational Texts | RI.CI.7.2 | Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Identify a theme in a text and how it is conveyed using details to support analysis.<br>- Identify the central idea of a text and how it is conveyed using details to support analysis.<br>- Write a summary of the text using key events and details. | Theme<br>Universal theme<br>Conveyed<br>Summary<br>Opinions<br>Judgments<br>Central idea | - Mini-lessons<br>- Character analysis (actions, motives) to support a theme<br>- Written responses<br>- Part A/B Questions: Reading Comprehension + Matching Evidence | Teacher-made assessments<br>Task-cards<br>Written responses | Anchor charts<br>Mentor texts (novels, short stories, poems, articles, excerpts)<br>Teacher models and samples<br>Task cards<br>Scholastic Scope<br>Scholastic Action<br>IXL |

**Anchor Standard: (IT) Interactions Among Text Elements**
By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

| | | Performance Indicators |
|---|---|---|
| Literary Texts | RL.IT.7.3 | Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| Informational Texts | RI.IT.7.3 | Analyze how particular elements of a text interact including how a text makes connections and distinctions among |

individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Analyze how the characters within a text interact, directly or indirectly.<br>- Analyze how elements of a text, such as dialogue, contribute to the events within the text.<br>- Analyze the incidents within the text that contribute to the development of the characters.<br>- Analyze how key events and ideas are compared or analogies that are used based the information in the text. | Drama<br>Analyze<br>Dialogue<br>Incidents<br>Propel<br>Reveal<br>Provoke<br>Interact<br>Distinctions<br>Analogies | - Character tracking from beginning, middle and end<br>- Analysis of dialogue between different characters speaking<br>- Tracking incidents and events within a text<br>- Annotations and notes<br>- Quick writes | Teacher made-assessments<br>Written responses<br>Quick writes<br>Task cards<br>Teacher observations | Anchor charts<br>Teacher models and samples<br>Task cards<br>Graphic organizers<br>Mentor texts<br>Edpuzzle<br>Scholastic Scope<br>Scholastic Action<br>Newsela |

**Anchor Standard: (TS) Text Structure**
By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

| | Performance Indicators | |
|---|---|---|
| **Literary Texts** | RL.TS.7.4 | Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| **Informational Texts** | RI.TS.7.4 | Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information. |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Analyze and identify how a text is organized. | Analyze<br>structure<br>Organize<br>Contributes | - Mini-lessons<br>- Annotated notes while reading literary and informational texts | Choice board activities<br>Teacher-made assessments<br>worksheets/Google Docs<br>Teacher observations | Task cards<br>Anchor charts<br>Mentor texts<br>Teacher samples and models |

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|---|---|---|---|---|
| - Analyze how a particular paragraph/s contributes to the structure of the text. <br> - Analyze how a particular scene or stanza contributes to the development and meaning of the text. <br> - Analyze the text structure being used in a particular paragraph. <br> - Analyze various genre features such as graphics, captions, indexes, timelines, sidebars, and how it contributes to the text. | Text structures <br> Cause <br> Effect <br> Proposition <br> Genre <br> Graphics <br> Captions <br> indexes | - Worksheets on identify structures and genre features | Benchmark assessments | Various forms of genre features <br> Edpuzzle <br> Scholastic Scope <br> Scholastic Action <br> IXL |

**Anchor Standard: (PP) Perspective and Purpose in Texts**
By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

| | Performance Indicators | |
|---|---|---|
| **Literary Texts** | RL.PP.7.5 | Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text. |
| **Informational Texts** | RI.PP.7.5 | Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence. |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to: <br> - Determine the author's purpose of a text. <br> - Analyze the author's purpose or perspective using details to support analysis and how that purpose is conveyed. | Determine <br> Convey <br> Perspective <br> Purpose <br> Point of view <br> Narrator <br> Speaker <br> Distinguishing | - Mini-lessons <br> - Annotated notes <br> - Quick writes <br> - Tracking characters <br> - Analyzing direct and indirect characterization <br> - Evidence to support author's purpose | Teacher-made assessments <br> Written responses <br> Teacher observations <br> Task cards | Anchor charts <br> Mentor texts <br> Graphic organizers <br> Scholastic Scope <br> Scholastic Action <br> IXL |

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|---|---|---|---|---|
| - Compare and contrast the characters, narrators, or speaker's point of view in a text.<br>- Cite evidence to support an author's position based on their perspective or purpose. | Position<br>Tone | - Author's word choice and tone | | |

**Anchor Standard: (MF) Diverse Media and Formats**
By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

| | Performance Indicators | |
|---|---|---|
| **Literary Texts** | RL.MF.7.6 | Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| **Informational Texts** | RI.MF.7.6 | Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information. |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Analyze and compare and contrast a text to its multimedia version using a graphic organizer to record information.<br>- Analyze two or more texts by taking annotated notes on the information presented.<br>- Compare and contrast the information and the qualities of different mediums using more than one source. | Compare<br>contrast<br>Analyze<br>Mediums<br>Conflicting information | - Quick writes<br>- Completing graphic organizers and notes to compare and contrast information based on the different mediums<br>- Film analysis | Teacher-made assessments<br>Completed graphic organizers<br>Written responses and notes<br>Teacher observations<br>Benchmark assessments | Venn Diagram<br>Anchor charts<br>Graphic organizer<br>Mentor texts<br>Online videos<br>Edpuzzle<br>Scholastic Scope<br>Scholastic Action<br>IXL |

| Anchor Standard: (AA) Analysis of an Argument |
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| By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence. |

| | Performance Indicators |
|---|---|
| **Informational Texts** | RI.AA.7.7      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. 🌱 |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Evaluate an argument by citing relevant evidence to support claims.<br>- Trace an argument by citing evidence and details from the text to support claims.<br>- Analyze the reasoning and determine if it is sufficient and reasonable.<br>- Distinguish between relevant and insufficient evidence and reasoning. | Trace<br>Evaluate<br>Argument<br>Claims<br>Reasoning<br>Evidence<br>Relevant<br>Sufficient | - Mini-lessons<br>- Task cards<br>- Part A/Part B type questions | Teacher-made assessments<br>Written responses<br>Teacher observations | Anchor charts<br>Mentor texts<br>Task cards<br>Scholastic Scope<br>Scholastic Action<br>IXL |

| Anchor Standard: (CT) Comparison of Texts |
|---|
| By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

| | Performance Indicators |
|---|---|
| **Literary Texts** | RL.CT.7.8      Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. |
| **Informational Texts** | RI.CT.7.8      Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Compare and contrast how two or more texts portray the same information to develop a deeper understanding of the event.<br>- Analyze the information in a fictional text and compare it to a historical or scientific account.<br>- analyze how two or more authors present information on the same topics.<br>- reflect on the information that is presented in each source by using evidence to support analysis and reasoning.<br>- Analyze how two or more authors interpret information and facts. | Compare<br>Contrast<br>Portrayal<br>Accounts<br>Fiction<br>Historical<br>Scientific<br>Analyze<br>Reflect<br>Interpretations | - Mini-lessons<br>- Annotated notes<br>- Graphic organizers | Teacher-made assessments<br>Teacher observations<br>Annotated notes<br>Written responses | Mentor texts<br>Graphic organizers<br>Scholastic Scope<br>Scholastic Action<br>IXL |

**ENGLISH LANGUAGE ARTS: GRADE 7**
**DOMAIN: WRITING**

| Anchor Standard: (AW) Argumentative Writing |
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| By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **Performance Indicators** |

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|---|---|
| **W.AW.7.1** | **Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.** |
| W.AW.7.1.A | Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| W.AW.7.1.B | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| W.AW.7.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| W.AW.7.1.D | Establish and maintain a formal style/academic style, approach, and form. |
| W.AW.7.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|

| Students will be able to: | Claim | - Analyze sample mentor texts | Do Now activity | Google Classroom |
|---|---|---|---|---|
| - Create and support an original claim with evidence.<br>- Support claims with data, textual evidence, and real world experience.<br>- Use domain-specific vocabulary in the proper context.<br>- Apply form and style that is audience appropriate. | Evidence<br>Counterclaim<br>Rebuttal<br>Introduction<br>Body paragraph<br>Conclusion<br>Hook<br>Reasoning<br>Data<br>Quote<br>Paraphrase | - Annotate mentor texts<br>- Peer review<br>- Write an argumentative essay<br>- Turn and Talk/ Think-Pair-Share<br>- Targeted mini-lessons<br>- Revise/edit checklist | Brainstorming/planning<br>Argumentative essay<br>Teacher conferences<br>Teacher-created assessment<br>Teacher observation<br>Exit slips | Microsoft Teams<br>Outlines/Graphic Organizers<br>Mentor text/writing<br>Checklist<br>Rubric<br>Anchor Charts<br>Scholastic Scope<br>Scholastic Action<br>IXL<br>CommonLit |

**Anchor Standard: (IW) Informative and Explanatory Writing**
By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Performance Indicators**

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|---|---|
| **W.IW.7.2** | **Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** |
| W.IW.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. |
| W.IW.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| W.IW.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| W.IW.7.2.D | Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic. |
| W.IW.7.2.E | Establish and maintain a formal style, academic style, approach, and form. |
| W.IW.7.2.F | Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented. |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Write informative texts to convey ideas, concepts and information.<br>- Organize information using text structures and text features.<br>- Select relevant information and determine information is most relevant and worth including | Focus Question<br>Open-Ended Question<br>Closed-Ended Question<br>Text Structure<br>  - Description<br>  - Problem and Solution<br>  - Cause and Effect | - Analyze sample mentor texts<br>- Annotate mentor texts<br>- Peer review<br>- Research paper<br>- "On the spot" writing | Do Now activity<br>Brainstorming/planning<br>Research paper<br>"On the spot" writing<br>Teacher conferences<br>Teacher-created assessment<br>Teacher observation<br>Exit slips | Google Classroom<br>Microsoft Teams<br>Outlines/Graphic Organizers<br>Mentor text/writing<br>Checklist<br>Rubric<br>Anchor Charts |

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|---|---|---|---|---|
| - Apply domain-specific vocabulary to inform about a topic<br>- Apply form and style that is audience appropriate | - Chronological<br>- Compare and Contrast<br>Text Feature<br>  - Add Information<br>  - Defines<br>  - Domain-Specific Words<br>  - Organizes Information<br>  - Gives A Visual<br>Domain-Specific Word<br>Research<br>Fact<br>Bias | - Turn and Talk/ Think-Pair-Share<br>- Revise/edit checklist<br>- Targeted mini-lessons | | IXL<br>CommonLit<br>Newsela |

**Anchor Standard: (NW) Narrative Writing**
By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Performance Indicators**

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|---|---|
| **W.NW.7.3** | **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** |
| W.NW.7.3.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. |
| W.NW.7.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| W.NW.7.3.C | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| W.NW.7.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| W.NW.7.3.E | Provide a conclusion that follows from and reflects on the narrated experiences or events. |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Create a narrative with a clear sequence and descriptive details.<br>- Establish a perspective using | Narrative<br>Perspective<br>Narration<br>  - First-person<br>  - Second-person<br>  - Third-person<br>Character<br>  - Round | - Analyze sample mentor texts<br>- Annotate mentor texts<br>- Narratives (write a continuation of a short story, retell the story from the perspective of | Do Now activity<br>Brainstorming/planning<br>Narratives (write a continuation of a short story, retell the story from the perspective of a different character, etc.)<br>"On the spot" writing<br>Teacher conferences | Mentor texts (sample essays)<br>Outlines/Graphic organizers<br>Google Classroom<br>Microsoft Teams<br>Revising/Editing Checklists<br>Rubrics<br>Anchor charts<br>IXL |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| appropriate narration techniques.<br>- Apply a variety of narrative techniques such as dialogue and descriptive language.<br>- Develop original characters.<br>- Use sensory and figurative language to show and describe experiences and events.<br>- Apply form and style that is audience appropriate. | - Flat<br>- Dynamic<br>- Static<br>Dialogue<br>Descriptive language<br>Sensory details<br>Figurative language<br>Plot<br>Characterization | a different character, etc.)<br>- "On the spot" writing<br>- Turn and Talk/ Think-Pair-Share<br>- Peer review<br>- Revise/edit checklist Targeted mini-lessons | Teacher-created assessments<br>Teacher observation | CommonLit |

**Anchor Standard: (WP) Writing Process**
By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

**Performance Indicators**

W.WP.7.4    With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to understand and apply the writing process independently. | Planning<br>Brainstorming<br>Draft<br>Revise<br>Publish | - Analyze sample mentor texts<br>- Annotate mentor texts<br>- Partner revisions<br>- Essays (narrative, research, argumentative)<br>- Targeted mini-lessons<br>- Revise/edit checklist | Do Now activity<br>Teacher conferences<br>Essays (narrative, research, argumentative)<br>Teacher-created assessments<br>Teacher observation<br>Exit slips | Mentor texts (sample essays and outlines)<br>Outlines/Graphic organizers<br>Google Classroom<br>Microsoft Teams<br>Revising/Editing Checklists<br>Rubrics<br>Anchor charts |

**Anchor Standard: (WR) Writing Research**
By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**Performance Indicators**

| W.WR.7.5 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to conduct research and integrate ideas in writing. | Research<br>Open-ended question<br>Closed-ended question<br>Source<br>Creditable<br>Bias<br>Inquiry<br>Fact<br>Information | - Analyze sample mentor texts<br>- Annotate mentor texts<br>- Partner revisions<br>- Research paper, presentation, or project<br>- Targeted mini-lessons<br>- Revise/edit checklist | Do Now activity<br>Teacher conferences<br>Research paper, presentation, or project<br>Teacher-created assessments<br>Teacher observation<br>Exit slips | Mentor texts (sample essays and outlines)<br>Outlines/Graphic organizers<br>Google Classroom<br>Microsoft Teams<br>Revising/Editing Checklists<br>Rubrics<br>Anchor charts<br>Newsela |

**Anchor Standard: (SE) Sources of Evidence**
By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

**Performance Indicators**

| W.SE.7.6 | 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. 🌱 |
|---|---|

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to collect information from reliable sources, and determine which information is relevant to support claim and analysis. | Evidence<br>Analysis<br>Reflection<br>Source<br>Creditability<br>Bias<br>Plagiarism<br>Quote<br>Paraphrase<br>Citation | - Analyze sample mentor texts<br>- Annotate mentor texts<br>- Targeted mini-lessons<br>- Revise/edit checklist | Do now activity<br>Teacher conferences<br>Essays (narrative, explanatory, argumentative)<br>Teacher-created assessments<br>Teacher observation<br>Exit slips | Mentor texts (sample essays and outlines)<br>Outlines/Graphic organizers<br>Google Classroom applications<br>Revising/Editing Checklists<br>Rubrics<br>Anchor charts<br>Newsela |

**Anchor Standard: (RW) Range of Writing**

By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Performance Indicators**

| W.RW.7.7 | Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---|---|

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to write in diverse styles within varied time frames. | Writing Process<br>Brainstorming<br>Draft<br>Revise<br>Publish<br>Essay<br>Research paper<br>Research<br>Narrative<br>Argumentative/Persuasive<br>Audience | - Journals<br>- "On the spot" writing<br>- Targeted mini-lessons<br>- Revise/edit checklist<br>- Peer review | Do Now activity<br>Teacher-created assessments<br>Teacher observation<br>Teacher conferences<br>Essays (narrative, explanatory, argumentative)<br>Exit slips<br>Journals<br>"On the spot" writing | Mentor texts (sample essays and outlines)<br>Outlines/Graphic organizers<br>Google Classroom<br>Microsoft Teams<br>Rubrics<br>Anchor charts |

## ENGLISH LANGUAGE ARTS: GRADE 7
## DOMAIN: SPEAKING AND LISTENING

**Anchor Standard: (PE) Participate Effectively**

By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Performance Indicators**

| **SL.PE.7.1** | **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.** |
|---|---|
| SL.PE.7.1.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. |
| SL.PE.7.1.B | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| SL.PE.7.1.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. |
| SL.PE.7.1.D | Acknowledge new information expressed by others and, when warranted, modify their own views. |

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Participate in collaborative discussions with peers.<br>- Reference text evidence in discussions.<br>- Establish roles in discussions<br>- Vary types of verbal responses in a discussion.<br>- Actively listen to peers.<br>- Extend a discussion by bringing in a new point to the discussion.<br>- Propel the discussion with further questioning. | Collaborative<br>Diverse<br>Discussion<br>Roles<br>Evidence<br>Paraphrase<br>Expression<br>Reflection<br>Elaborate<br>Modify<br>Respond | - Socratic Seminar<br>- Small Group Presentations<br>- Whole Class Presentations<br>- Literature Circles/Book Clubs<br>- Turn and Talk/ Think-Pair-Share<br>- Speed discussions<br>- Debates<br>- Peer Review | Socratic Seminar<br>Presentations (whole class and small group)<br>Book club meetings<br>Debates<br>Small group discussions (have a student taking notes from the conversation)<br>Conferencing<br>Peer Review | Rubrics<br>Anchor Charts<br>TedTalks<br>Index cards<br>Discussion Prep Sheets<br>Sentence stems/starters<br>Guiding questions |

**Anchor Standard: (II) Integrate Information**
By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Performance Indicators**

SL.II.7.2        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. 🌱

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Analyze media for main idea.<br>- Identify supporting details in diverse media.<br>- Compare information in diverse media to readings.<br>- Use ideas from diverse media to assist in explaining a topic . | Diverse media<br>Visual<br>Oral<br>Quantitative<br>Format<br>Clarify | - Mini lessons<br>- Compare and contrast a video to a reading/article<br>- TedTalks: Watch and identify main ideas/supporting details<br>- Podcast: Listen to a podcast and take notes for main idea/supporting details | Venn Diagrams (Compare and Contrast the video to the article)<br>Ted Talk/Podcast notes and discussion (Evaluate speaker's point/argument) | Videos<br>TedTalks<br>Podcasts<br>Venn Diagrams<br>Articles<br>Organizers |

**Anchor Standard: (ES) Evaluate Speakers**

By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Performance Indicators**

SL.ES.7.3          Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Analyze and describe a speaker's argument.<br>- Assess a speaker's argument for logical reasoning.<br>- Determine the relevance of a speaker's evidence.<br>- Actively listen to a speaker's argument. | Delineate<br>Speaker's<br>Evaluate<br>Claims<br>Soundness<br>Reasoning<br>Relevance<br>Sufficiency | - TedTalks<br>- Mini-Lessons<br>- Student presentations (students listening will evaluate the evidence/argument)<br>- Socratic seminar (Students will agree with or challenge other students based on their evidence/claims)<br>- Debates<br>- Book Clubs/Literature Groups | "Listener" Notes Sheet/Responses<br>Socratic Seminar<br>Debates<br>Book Clubs/Literature Groups | Mentor evaluations<br>Evaluation organizer<br>Anchor charts for types of Socratic Seminar responses<br>Sentence stems/starters<br>Checklists<br>Quizizz |

**Anchor Standard: (PI) Present Information**

By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Performance Indicators**

SL.PI.7.4          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.

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Include essential and necessary details in their presentation.<br>- Organize their presentation in a logical manner. | Claims<br>Findings<br>Salient<br>Coherent<br>Pertinent<br>Adequate | - Brainstorm ideas of what qualities a strong presenter has<br>- Watch speeches and/or presentations and analyze the speaker's body language | Socratic seminar<br>Small groups/whole class presentations<br>Literature groups/book clubs<br>Debates | Mentor presentations<br>Rubrics<br>Checklists<br>Body language anchor charts<br>Sentence stems/starters<br>Organizers |

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| - Present using appropriate body language.<br>- Project their voice during a presentation. | | - Small group/whole class presentations<br>- Socratic Seminar<br>- Debates<br>- Literature groups/book clubs | | |

**Anchor Standard: (UM) Use Media**
By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Performance Indicators**

SL.UM.7.5      Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to:<br>- Incorporate multimedia into their presentations.<br>- Establish claims and findings in a multimedia presentation.<br>- Include concise bullet points on a presentation.<br>- Use technology to advance their presentations. | Multimedia<br>Visual displays<br>Graphics<br>Salient points<br>Images | - Slideshows<br>- Infographics<br>- Google Site<br>- Digital Posters<br>- Videos/Trailers | Presentation slideshows<br>Presentation Infographic<br>Google Site | Canva<br>Google Applications<br>Rubrics<br>Mentor slideshow/infographics<br>Checklists |

**Anchor Standard: (AS) Adapt Speech**
By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Performance Indicators**

SL.AS.7.6      Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

| Student Learning Objectives | Key Vocabulary | Suggested Tasks/Activities | Evidence of Learning (Assessment) | Resources/Materials |
|---|---|---|---|---|
| Students will be able to: | Speech<br>Contexts/tasks | - Informal discussions (turn and talk, think-pair-share) | Socratic Seminar<br>Presentations | Rubrics<br>Google Applications |

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| - Alter speech for different purposes.<br>- Use formal English while speaking.<br>- Recognize when to use formal English while speaking. | Adapt<br>Command<br>Formal English | - Formal discussions (Socratic Seminar, Presentations, Debates)<br>- Peer Review<br>- Conferencing | Debates<br>Peer Review<br>Conferencing<br>Informal discussions | Anchor charts<br>Sentence stems/starters<br>Checklists |

| INTERDISCIPLINARY CONNECTIONS | |
|---|---|
| **Other Core Content Areas** | **Math**<br>- 7.SP.A.1: Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.<br>- 7.SP.A.2: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.<br>**Social Studies**<br>- 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. L<br>- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, |

| | political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. |
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| | **Science** |
| | - MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. |
| **Career Readiness, Life Literacies and Key Skills** | - 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.<br>- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.<br>- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.<br>- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.<br>- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.<br>- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.<br>- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.<br>- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..<br>- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. |
| **Computer Science and Design Thinking** | - 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.<br>- 8.1.8.DA.6: Analyze climate change computational models and propose refinements.<br>- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.<br>- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).<br>- 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches). |

| MODIFICATIONS | | | | |
|---|---|---|---|---|
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |

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|---|---|---|---|---|
| Scaffolding<br>Word walls<br>Sentence/paragraph frames<br>Bilingual dictionaries/translation<br>Think Alouds<br>Read Alouds<br>Highlight key vocabulary<br>Annotation guides<br>Think-pair-share<br>Visual aides<br>Modeling<br>Cognates | Word walls<br>Visual aides<br>Graphic organizers<br>Multimedia<br>Leveled-readers<br>Assistive technology<br>Notes/summaries<br>Extended time<br>Answer masking<br>Answer eliminator<br>Highlighter<br>Color Contrast | Teacher tutoring<br>Peer tutoring<br>Study guides<br>Graphic organizers<br>Extended time<br>Parent communication<br>Modified assignments<br>Counseling | Curriculum compacting<br>Challenge assignments<br>Enrichment activities<br>Tiered activities<br>Independent research/inquiry<br>Collaborative teamwork<br>Higher level questioning<br>Critical/Analytical thinking tasks<br>Self-directed activities | Word walls<br>Visual aides<br>Graphic organizers<br>Multimedia<br>Leveled readers<br>Assistive technology<br>Notes/summaries<br>Extended time<br>Answer masking<br>Answer eliminator<br>Highlighter<br>Color contrast<br>Parent communication<br>Modified assignments<br>Counseling |