

Understanding the NC English Language Arts Standard Course of Study

GRADE
7

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY



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Understanding the English Language Arts Standard Course of Study for Grade 7 ELA Standards with Clarification and Glossary

Purpose

This document provides the Grade 7 *NC Standard Course of Study for English Language Arts* (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for “In the Classroom.” The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

GRADE 7

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

CCR Anchor Standards for Reading

Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. 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.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RL.7.1 1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Students use multiple pieces of evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><i>In the Classroom:</i> The teacher provides students with an inference and informs them of the number of evidences they must find to support the inference. Students take on the roles of detectives and collect the number of required “clues” or pieces of textual evidence to prove the accuracy of the inference.</p> <p>Students use three-column graphic organizers to answer a text-dependent question: the first column is labeled “It Says,” the second is labeled “It Means,” and the third is labeled “And So.” In the first column, students list the pieces of textual evidence. In the second column, students explain what the piece of evidence means. In the third column, students explain the inference drawn from this piece of evidence.</p>	<p>analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>inference – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>textual evidence – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself</p>
RL.7.2	Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p>Students establish the theme of a literary text and examine its progression throughout the text. Using the theme and key details, students summarize the text, being sure to omit any personal opinions or bias.</p> <p><i>In the Classroom:</i> After determining the theme, students highlight areas in the text where the theme appears. Students annotate each portion of highlighted text, noting how the theme progresses or changes from its previous appearance in the text. Students review their annotations and share their findings with partners.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>objective summary – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

Grade 7 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		The teacher models how to use the SWBST protocol (Somebody, Wanted, But, So, Then). Students identify the main characters or narrators (Somebody), their motives (Wanted), the major conflict and theme (But), how they addressed the major conflict and theme (So), and how the major conflict was resolved (Then). Using this information, students write objective summaries.	theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
RL.7.3	Analyze how particular elements of a story or drama interact .	<p>Students examine how certain elements of a story or drama work together or affect each other, such as how settings shape the characters or plot.</p> <p><i>In the Classroom:</i> Students choose one part of a fictional text read in class and change one of the most important literary elements in that part of the text. Students discuss that part of the text and explain how a change in literary element would alter the text as a whole.</p> <p>The teacher provides students with a list of literary elements from the text. Students create mind maps using lines to connect the literary elements that interact. On the lines, students write explanations about how the elements work together or affect each other.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>interact – to act in such a manner as to influence another</p>
Cluster: Craft and Structure			
RL.7.4	Determine the meaning of words and phrases as they are used in a text ; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how rhyme and repetition, such as alliteration, affect the tone and meaning in a specific line or portion of text.</p> <p><i>In the Classroom:</i> The teacher reads aloud or uses an audio recording so students hear rhymes and repetitions, and then he/she discusses how they influence the tone and the meaning. Students recognize rhymes and repetition of sounds in a familiar nursery rhyme or popular song and revise the rhymes or repetitions to create a different tone.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p>

Grade 7 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
			<p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>
RL.7.5	Analyze how a drama’s or poem’s (or other literary genre’s) form or structure contributes to its meaning.	<p>Students examine how the form (e.g. monologue, soliloquy, sonnet, anecdote) or structure of a literary text adds to the text's meaning as a whole.</p> <p><i>In the Classroom:</i> After reading and learning the form of a sonnet, the teacher and students discuss how the sonnet’s meaning would change had it been in another form (e.g. a free verse poem).</p> <p>Students closely read a soliloquy and annotate insights that are provided about that character. Students discuss how soliloquies offer a glimpse into a character’s innermost thoughts and feelings during critical parts of a play.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>genre – a category or type of literature or art characterized by similarities in form, style, and subject</p> <p>poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p>
RL.7.6	Analyze how an author develops and contrasts the perspectives of different characters in a text .	<p>Students examine how an author constructs and depicts differences between each character’s perspective in a text.</p> <p><i>In the Classroom:</i> Students look for attitudes toward and interpretations of events and other characters in a story. Students analyze what different characters do, say, and think throughout a text in order to determine how the author has developed and communicated his/her unique perspective.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>perspective – an attitude toward or outlook on something</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

STANDARD		CLARIFICATION	GLOSSARY
		Students use four-column graphic organizers: the first column is labeled “Character,” the second column is labeled “Perspective,” the third column is labeled “Development,” and the fourth column is labeled “Contrast.” Students list the characters in the first column. In the second column, students identify each character’s perspective. In the third column, students explain how the author developed each character’s perspective. In the fourth column, students explain how the author contrasted each character’s perspectives from the others.	
Cluster: Integration of Ideas and Analysis			
RL.7.7	Compare and contrast a written story, drama , or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	<p>Students note the similarities and differences between a written story, drama, or poem and a version of the text that is meant to be heard, watched, or experienced in another way. Students analyze the effects of techniques specific to each work—such as lighting, color, sound, or camera focus and angles in a film—as they consider the similarities and differences.</p> <p><i>In the Classroom:</i></p> <p>The teacher and students brainstorm a list of points for comparison. Using the established points, students complete Venn diagrams explaining the similarities and differences in how each text addressed each point of comparison.</p> <p>The teacher and students brainstorm a list of techniques used in the written text and another list of the techniques used in the other version. Using these lists, students highlight or note the similarities and differences between the techniques used in each.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p>
RL.7.8	Not applicable to literature.		

Grade 7 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<p>Students analyze a fictional representation of a certain time, place, or person by explaining its similarities and differences to a historical account of the same time period to learn how authors alter history or use historical information to write fiction.</p> <p><i>In the Classroom:</i> Students list facts they learned about the event from the fictional text on one side of a T-chart. Then, students read a historical account of the same event and match the facts supported by evidence from that text with the facts from the fictional text. Students explain how the author has either used or altered history in the fictional text.</p> <p>Students read both a historical account and a fictional portrayal about the same person.</p> <p>The teacher provides students with graphic organizers designed for comparing and contrasting. Students work with partners or in small groups to identify how the two authors present the person in the same way and then contrast how the two accounts of the person differ. Students determine if the author of the fictional portrayal has stayed true to the facts and presents a more realistic or fictionalized version of the person.</p>	<p>compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p>
Cluster: Range of Reading and Level of Complexity			
RL.7.10	By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text .	<p>By the end of grade 7, students competently read and understand literature within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>In the Classroom:</i> The teacher integrates independent reading seamlessly into regular instruction.</p>	<p>independently – on one’s own, without aid from another (such as a teacher)</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p>

Grade 7 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		<p>The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to help them monitor their comprehension.</p> <p>Before reading, the teacher asks students what they learned about _____. As students share, the teacher records their responses on a concept map on the board. After independently reading, the teacher asks students to add to the map with additional information they learned from the text.</p>	<p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</p>

Reading Standards for Informational Text

STANDARD		CLARIFICATION	GLOSSARY
<i>Cluster: Key Ideas and Evidence</i>			
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Students use multiple pieces of evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><i>In the Classroom:</i> The teacher provides students with a text-dependent question and informs students how many pieces of evidence they must find in the text to support their answers. Students collect their evidence in two column notes. The left column is labeled “The Text Says” and the right column is labeled “I Say.” The evidence appears in the left column, and students explain how the evidence supports their answers in the right column.</p> <p>The teacher provides students with an inference. Students re-read the text and highlight several pieces of textual evidence that support the inference.</p>	<p>analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>inference – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>textual evidence – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself</p>
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<p>Students establish at least two central ideas in a text and examine their progression throughout the text. Using the central ideas and key details, students summarize the text, being sure to omit any personal opinions or bias.</p> <p><i>In the Classroom:</i> The teacher and students brainstorm a list of central ideas from the text.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>central idea – the unifying concept within an informational text to which other elements and ideas relate</p> <p>objective summary – a brief account of a text’s central or main points, themes, or ideas that is</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p>Students choose two ideas from the list and create a timeline that traces the central ideas and explains how they developed through the beginning, middle, and end.</p> <p>Students use key details that they found when tracing the central idea to create strong summaries that are free of opinion.</p>	<p>free of bias, prejudice, and personal opinion and does not incorporate outside information</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
RI.7.3	Analyze the interactions between individuals, events , and ideas in a text .	<p>Students examine the relationship between specific people, events, and concepts in a text to explain how they interact with and affect each other. For example, how ideas influence individuals or events, or how individuals influence ideas or events.</p> <p><i>In the Classroom:</i> After reading an informational text selected by the teacher, students use graphic organizers to list key people, events, and ideas. They draw lines to connect them and write how each interacts and connects with the other.</p> <p>The teacher divides students into groups of three. Each student is assigned a person, event, or idea. As the teacher reads a portion of text aloud, students listen for specific details about their assigned person, event, or idea and take notes. In their assigned groups, students share their notes and make connections between each person, event, and idea.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>event – a thing that happens; an occurrence</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
Cluster: Craft and Structure			
RI.7.4	Determine the meaning of words and phrases as they are used in a text ; analyze the impact of a specific word choice on meaning and tone .	<p>Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students analyze how a word chosen by the author affects the meaning and tone of text.</p> <p><i>In the Classroom:</i> Students are given one word to investigate in a text. Students highlight or underline the parts of the text that</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p>offer information about the word and write a possible definition for their word.</p> <p>Students are each assigned one to two vocabulary words from the text. To prepare for sharing with the whole class, students organize their thinking under two big questions: “How does this word impact the meaning of the text?” and “How does this word impact the tone of the text?” Students write a brief analysis to answer each question, providing support for their reasoning as inferred from the text. As an extension or differentiation activity, students may also be prompted to answer, “What alternative words may have similar meaning, or impact the tone in similar ways?”</p>	<p>would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>
RI.7.5	Analyze the structure an author uses to organize a text , including how the major sections contribute to the whole and to the development of the ideas.	<p>Students examine the organizational structure of a text, including how chapters or subsections add to the overall text and to the progression of its ideas.</p> <p><i>In the Classroom:</i> The teacher models an analysis of the text’s structure through think aloud and asking students questions such as: “How do the ____ section and the ____ section correspond to one another?” “What clues are in the topic sentences that tell us about the text’s structure?” “If I removed this section/chapter, how would this affect the text or development of ideas?” “Why is this section/chapter so important to the overall text or development of ideas?”</p> <p>Students create a diagram of the text’s structure and annotate the diagram, explaining how each major section contributes to the text as a whole and to the development of ideas.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author	Students establish the author’s beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain how the author makes his/her point of view unique or noteworthy.	analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole

STANDARD		CLARIFICATION	GLOSSARY
	distinguishes his or her position from that of others.	<p><i>In the Classroom:</i></p> <p>Students analyze the text through these three lenses:</p> <ul style="list-style-type: none"> • “What is the author’s opinion about the topic of this text?” • “What details support this viewpoint?” • “How does this author distinguish his/her position from others?” <p>Based on their analysis, students gather in small groups to chart their answers to each question on paper. Together, they then compose a brief, cohesive statement of their results on the paper. Students post their work and review all charts during a gallery walk to see the results of other groups.</p> <p>Students use two-column notes: the left side is labeled “What” and the right side is labeled “How.” On the left side, students reference words, phrases, sentences, and passages that reveal the author’s point of view or purpose. On the right side, students explain how the author used this text to distinguish his or her position from that of others.</p>	<p>point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
Cluster: Integration of Ideas and Analysis			
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text , analyzing each medium’s portrayal of the subject.	<p>Students explain how a written version of a text is similar to and different from an audio, video, or multimedia version of the same text. They analyze how each of these different versions depicts the subject. For example, how the delivery in an audio recording of a speech affects the impact of the written words.</p> <p><i>In the Classroom:</i></p> <p>Students read a speech independently. The teacher plays an audio or video version of the text, and students follow along to reread. The teacher uses the first part of the speech to model how to highlight words that have an emotional impact on the listener or viewer that is</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p>

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		<p>different from the impact when the words are read silently. The students then practice this on their own or in small groups.</p> <p>The teacher presents students with written text and a multimedia experience based on the same text. Students use a three-column chart to compare different versions of the text. The chart headings should examine the presentation of the text, the emotions students experience because of the text, and the total impact of the two different versions. Students then create summary statements explaining how the versions of the text are similar and different.</p>	<p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
RI.7.8	Trace and evaluate the argument and specific claims in a text , assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<p>Students follow and assess the argument and specific claims made in a text by judging if the reasons provided are logical and if the evidence used is applicable and sufficient enough for supporting the claims.</p> <p><i>In the Classroom:</i> Students are provided with a framework or flowchart so they can track evidence while the teacher reads an argumentative text aloud. Students determine if the evidence is relevant to the claims after the entire text has been read. Students work in small groups to determine if the author has used enough relevant evidence to support his/her claims.</p> <p>In small groups, students list the criteria for evaluating whether reasoning is sound and evidence is relevant and sufficient. Using this criteria, students create a rubric that they use when reading arguments and claims.</p>	<p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</p> <p>evaluate – to determine quality or value after careful analysis or investigation</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

Grade 7 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<p>Students compare how multiple authors writing on the same topic strategically structure their key information by placing a strong emphasis on certain evidence or promoting certain interpretations of facts.</p> <p><i>In the Classroom:</i></p> <p>Students read two argumentative texts that present different claims on the same topic. Students record the major claim from each of the texts on a T-chart and write the evidence used to support each claim in the columns below.</p> <p>Students read a secondary source text about a famous event in history. Then they read a personal account of the same event and identify where or how the two texts conflict on the same historical account. Students create short videos or presentations which dramatize the way the two accounts of the same event differ.</p> <p>Students read two or more texts about the same historic event or person. Then they categorize how the authors present major points about the event or person on tables or graphic organizers. Students synthesize the major points of each text by writing conclusion statements about how the event or person is presented in a positive or negative way by different authors.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>interpretations – explanations or representations of what is obscure or unknown based upon the viewer’s/reader’s understanding of the information and/or topic; multiple interpretations are often possible based on information provided and the format/medium of presentation</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
Cluster: Range of Reading and Level of Complexity			
RI.7.10	By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text .	By the end of grade 7, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.	<p>independently – on one’s own, without aid from another (such as a teacher)</p> <p>informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</p>

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		<p><i>In the Classroom:</i></p> <p>The teacher integrates independent reading seamlessly into regular instruction.</p> <p>Students independently read informational text, including long and short nonfiction selections. Students use post-it notes as tools for annotation of short selections, marking passages for new learning and confusions. For longer texts, students note new ideas learned and questions raised about the topic after reading the text.</p> <p>The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension.</p>	<p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</p>

GRADE 7

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

CCR Anchor Standards for Writing Standards

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Guide for W.1, W.2 and W.3

W.7.1 Argument writing establishes a writer’s position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader’s point of view, to call a reader to action, or to convince the reader that the writer’s explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer’s position or claim(s). By the end of seventh grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.

WRITING PROCESS FOR ARGUMENT WRITING

Prewriting

The teacher may choose to create argument topics for students, or he/she may allow students to choose topics themselves. To explore the topic, the teacher guides students’ brainstorming by asking them to return to the text or explore additional resources through research. Once a topic has been explored, students take a position on the topic. This will be the central focus of the writing piece, known as the argument. After determining their argument, students determine their assertion(s) that support the argument, known as the claim(s). Students then organize the information and ideas around the chosen argument and claim by using outlines or graphic organizers to plan and prepare for writing.

Drafting

Referring to their plans and to mentor texts, students draft their arguments. Students begin by writing an introduction that identifies a claim(s) and recognizes different or conflicting claim(s). When introducing the claim(s), students also organize reasons and evidence in a way that makes sense.

In the body of their arguments, students provide valid reasons and pertinent evidence from factual, reliable sources for each of their claims to show their understanding of the topic or text under study.

While drafting their arguments, students write in a formal style that is consistent throughout their writing. Additionally, students use appropriate words, phrases, and clauses to create a cohesive flow that illustrates a clear connection between the claim(s), reasons, and evidence.

To provide closure to their arguments, students write conclusions in the form of statements or sections that connect to and re-emphasize the argument.

Revising and Editing

With feedback and direction from peers and adults, students review their drafts in order to make revisions and edits for improvement. This guidance is slowly lessened as students become more familiar with the techniques for argument writing. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their arguments, making revisions that focus on better addressing the purpose and/or audience of their argument pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:

Students ask themselves questions such as:

- Have I acknowledged alternate or opposing claims?
- How can I help my reader understand my claim even better?
- What words do I use to create cohesion and clarify relationships between claim(s), reasons, and evidence?

Students reflect on these questions as they work to revise and edit their writing pieces.

The teacher guides students as they analyze a mentor text for the author's craft in building an argument. The students examine how the author moves fluidly from one reason/one piece of evidence to the next reason/piece of evidence to validate the claim and how the author acknowledges an opposing viewpoint. The students try the author's approach in their own writing.

W.7.2 Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. By the end of seventh grade, students understand how to write informative/explanatory texts to investigate and communicate ideas, concepts, and information through effective selection, organization, and analysis of content related to the topic under study.

WRITING PROCESS FOR INFORMATIVE/EXPLANATORY WRITING

Before beginning the writing process, it is imperative for the teacher to make the distinction between informative/explanatory writing and argument writing. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors.

Prewriting

The teacher may choose to create informative/explanatory topics for students, or he/she may allow students to choose topics themselves. To explore the topic, the teacher guides students’ brainstorming by asking them to return to a text or explore additional resources through research. Once a topic has been explored, students develop the purpose and focus for their writing. After determining their purpose and focus, students determine which concepts, ideas, and information are important for their pieces. Students then organize the concepts, ideas, and information around the chosen purpose and focus by using outlines or graphic organizers to plan and prepare for writing.

Drafting

Referring to their plans and to mentor texts, students draft their informative/explanatory texts. Students begin by writing introductions that clearly identify the topic and provide a preview of what will be explored further in the rest of the piece. Students are encouraged to use strategies like definition, classification, compare/contrast, and cause/effect to establish an organization for ideas, concepts, and information on the topic under study.

In the body of their informative/explanatory pieces, students develop the topic with pertinent facts, definitions, concrete details, quotes, examples, and any additional information necessary.

As students draft their informative/explanatory pieces, they use appropriate transitions to reflect the organizational structure of the text, create cohesion, and provide a clear understanding of how the ideas relate to the concepts. In addition, students need to be familiar with the domain-specific vocabulary related to their topics and use it appropriately in their writing. Students are also

encouraged to use precise language to describe the topic under study. Throughout the text, students may include formatting (e.g. headings, sub-headings, sections, etc.), graphics (e.g. images, figures, tables, and charts), use multimedia to help the reader's understanding of the topic. While drafting their informative/explanatory pieces, students write in a formal style that is consistent throughout their writing.

To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or paragraphs that connect to and re-emphasize the main ideas and concepts presented.

Revising/Editing

With feedback and direction from peers and adults, students review their drafts in order to make revisions and edits for improvement. This guidance is slowly lessened as students become more familiar with the techniques for informative/explanatory writing. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their informative/explanatory pieces, making revisions that focus on better addressing the purpose and/or audience of their pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:

Students focus on how well the purpose and audience of their writing has been addressed by asking themselves questions, such as:

- Did I clearly explain my topic?
- Did I provide only relevant examples to illustrate the concept?
- How can I help my reader understand the topic even better?
- Can I choose different transition words or phrases to create clarity and cohesion in showing the relationships among ideas?

As students reflect on these questions, they work to rewrite their papers so that their explanations are made even stronger.

Teachers choose strong mentor informative/explanatory texts. Students analyze the mentor texts to see how an author presents information for the readers' understanding. Students study the techniques used in these mentor texts and try them in their own writing.

Students practice using strategies such as definition, classification, comparison/contrast, and cause/effect with the same topic. Students assess which strategy worked best for their topic and use them in their writing pieces.

W.7.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of seventh grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.

WRITING PROCESS FOR NARRATIVE WRITING

Prewriting

The teacher may choose to create narrative topics for students, or he/she may allow students to choose topics themselves. For narrative non-fiction, the teacher guides students through a brainstorming activity to explore personal experiences that had a significant impact on their lives. Once a personal experience is selected, students reflect on what they learned from the experience or how the experience influenced their lives. This reflection provides a direction for their narratives. For fictional narratives, the teacher assists students by providing images, objects, print texts, or non-print texts for students to use as idea starters. The teacher may also choose to provide a writing prompt. Once a narrative topic is chosen, students decide on a point of view, a setting, a narrator and/or characters, and plot line. Students then organize these elements by using plot outlines, storyboards, or other graphic organizers to plan and prepare for writing.

Drafting

Referring to their plans and to mentor texts, students draft their narratives. Students begin by writing introductions that grab the reader's attention and acquaint the reader with the exposition, point of view, and the narrator and/or characters.

Students create unforced, sensible transitions between events. To create these transitions, students use several different words, phrases, and clauses that illustrate order and indicate changes between time frames or settings. While writing their narratives, students also use narrative techniques to add to the dynamics of the experiences, the events, and/or the characters. Narrative techniques include, but are not limited to: dialogue, pacing, and description. To add vividness to their narratives, students are encouraged to use precise language, related and illustrative details, and imagery to depict the actions of and between characters and describe the experiences and events.

To provide closure, students write endings that connect to and reflect on the experiences or events shared in the narrative.

Revising/Editing

With feedback and direction from peers and adults, students review their drafts in order to make revisions and edits for improvement. This guidance is slowly lessened as students become more familiar with the techniques for narrative writing. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their narratives, making revisions that focus on better addressing the purpose and/or audience of their pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:

Students focus on how well the purpose and audience of their writing has been addressed. Students ask themselves questions such as:

- “What am I telling here, a real or imagined event? Is that clear to the reader?”
- “Do I provide enough detail to convey to the reader what happened in the narrative?”
- “Do I use appropriate transition words that help the reader understand the sequence of the narrative?”
- “Are there better word choices to make this event more vivid in the reader’s mind?”

As students reflect on these questions, they should work to rewrite their paper so that their narratives are made even stronger.

Writing Standards

STANDARD	CLARIFICATION	GLOSSARY
<i>Cluster: Text Types, Purposes, and Publishing</i>		
<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 	See Writing Guide	<p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</p> <p>cohesion – the action of forming a unified whole; the quality of being united logically</p> <p>editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p> <p>formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.</p>

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			<p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</p> <p>revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p> <p>strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence</p>

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			<p>as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	See Writing Guide	<p>analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>cause/effect – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause</p> <p>cohesion – the action of forming a unified whole; the quality of being united logically</p> <p>compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p>concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay</p>

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<p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>		<p>domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</p> <p>editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p> <p>formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.</p> <p>formatting – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)</p> <p>graphics – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p>

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			<p>revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> <p>transition(s)/transitional words – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them</p>
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details , and well-structured event sequences .	See Writing Guide	<p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p>

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<p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>		<p>editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p> <p>event – a thing that happens; an occurrence</p> <p>pacing – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p> <p>point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p>relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or</p>

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			<p>explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</p> <p>revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses</p> <p>sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</p> <p>setting – the time and place of the action in a book, play, story, etc.</p> <p>strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> <p>transition(s)/transitional words - words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence,</p>

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			paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them
W.7.4	Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.	<p>Students use digital tools and resources to create and share writing with audiences (e.g. screencasts, web-based word processing tools, articles, etc.) and to provide direct hyperlinks and citations for sources. Students also use digital tools (e.g. conferencing apps, web extensions, collaborative websites, etc.) to communicate and collaborate with peers.</p> <p><i>In the Classroom:</i></p> <p>The teacher provides students with a list of vetted, digital sources on a topic. Students choose three-four sources and use digital tools to create brief research-based responses, providing citations and direct links for each quoted and/or referenced statement or idea. Students consult with the teacher to verify citations and links before publishing their responses for access by the rest of the class.</p> <p>The teacher divides students into small groups. The teacher shares an online document with each group. Each group collaborates and provides immediate feedback in the shared document. The teacher accesses the documents to view progress and provide additional feedback.</p>	<p>digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.</p> <p>interact – to act in such a manner as to influence another</p> <p>publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available</p>
Cluster: Research			
W.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.	Students organize and carry out short research projects that provide an answer to a question. Students reference and use information from multiple sources to answer the question and create relevant follow up questions that will direct their research and focus.	research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for

STANDARD		CLARIFICATION	GLOSSARY
		<p><i>In the Classroom:</i></p> <p>The teacher displays for students a list of questions that could be answered through research. The teacher and students brainstorm several additional questions related to each question provided by the teacher. The teacher facilitates a discussion about the ways in which additional, related questions direct and lead short research projects.</p> <p>The teacher provides students with a question for research and a variety of sources. The students choose two of the sources and use them to answer the question. The students evaluate their answers and brainstorm related follow up questions to guide additional research. Students use the newly found sources to add to their answers.</p>	<p>learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</p>
W.7.6	<p>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.</p>	<p>Students collect pertinent information from several print and digital sources through the use of effective search terms. Students evaluate each source for reliability and validity. Students also correctly quote or paraphrase information and conclusions from these sources. Students follow citation guidelines (e.g., MLA, APA, Chicago Style, etc.) to avoid plagiarism.</p> <p><i>In the Classroom:</i></p> <p>The teacher provides a list of information from multiple print and digital sources. The teacher then informs students of the topic under study and asks students to sort through the list of information and cross out irrelevant information. The teacher and students discuss their choices for crossing out or leaving information on the list.</p> <p>The teacher provides students with a print source. The students read through the source, highlighting data and/or conclusions to be directly quoted and placing a box around information to be paraphrased. Using their</p>	<p>digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats</p> <p>paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding</p>

Grade 7 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		annotations, the students practice paraphrasing the information in the boxes. Students then practice citing both the highlighted and boxed information.	

GRADE 7

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

CCR Anchor Standards for Speaking and Listening

Collaboration and Communication

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards

	STANDARD	CLARIFICATION	GLOSSARY
	Collaboration and Communication		
SL.7.1	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Students take a meaningful part in purposeful discussions about grade 7 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and student-led discussions, including one-on-one, small group, and whole group.</p> <ul style="list-style-type: none"> Students prepare for discussions ahead of time and support their statements with evidence from preparation materials. Students follow rules for discussions and set goals and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group. Students ask relevant questions that require detailed responses from others. Students also provide appropriate, detailed answers to questions asked by others. Students recognize when a discussion has gone off topic and make corrections to bring the conversation back to the appropriate topic. Students recognize when others contribute to a discussion with new information. Students make comparisons between their own views and the points and evidence offered during a discussion; they make changes to their own views when necessary. <p><i>In the Classroom:</i> The teacher provides students with a list of roles for research and discussion activities. The students work collaboratively with the teacher to define the expectations for each of the roles identified by the teacher.</p>	<p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</p> <p>research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</p> <p>respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</p>

	STANDARD	CLARIFICATION	GLOSSARY
		The teacher provides students with a general timeline for preparing for a whole group discussion and explains the importance of setting goals and deadlines for collaborative activities. In small groups, students discuss how to pace themselves and complete the timeline with benchmarks and check-in dates.	<p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text , or issue under study.	<p>Students conduct a detailed examination in order to determine and understand the main ideas and supporting details presented in various ways and forms. Additionally, students explain how the information makes the overall topic more clear.</p> <p><i>In the Classroom:</i></p> <p>The teacher provides students with a video recording that contains at least two different types of visual elements (e.g., charts, diagrams, etc.) in addition to written text. Once students watch and listen to the recording, they discuss how the information presented in various and distinct formats adds to an understanding of the topic, text, or issue under study and prepare brief explanations to share out to the rest of the class.</p> <p>The teacher plays a video clip for students and pauses it before the visual components/infographics within it appear on the screen. The teacher creates a handout or projected slide that contains visual components/infographics. The students watch and listen to the video clip and determine, with a partner, which visual components or infographics would best support the information in the video clip.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning</p> <p>supporting detail – a piece of information, data, evidence, etc. that adds support to a claim, value statement, or main idea (i.e., strengthens the argument)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
SL.7.3	Delineate a speaker's argument and specific claims , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence .	Students precisely describe a speaker's argument and claims. They judge the validity of the reasoning and whether or not the evidence is appropriate and enough to support the claim.	<p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</p>

	STANDARD	CLARIFICATION	GLOSSARY
		<p><i>In the Classroom:</i></p> <p>The teacher shows students a historical speech and provides students with timeline-style graphic organizers. Students use the graphic organizers to capture the claims in order and list the reasons the speaker gives in support of each claim. The teacher facilitates a whole class share out of the evidence, during which time students evaluate whether or not the evidence is valid and sufficient enough to support the claim.</p> <p>The teacher and students generate a list of claims about a variety of topics. For each claim, the teacher creates a T-chart, with one side labeled “Valid” and the other, “Not Relevant,” to guide a whole group conversation. Students brainstorm evidence and reasons to support each of the claims. The teacher and students decide whether each piece of evidence/reason goes in the “Valid” or “Not Relevant” column.</p>	<p>delineate – to describe something precisely</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p>
Cluster: Presentation of Knowledge and Ideas			
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions , facts, details, and examples; adapt speech to a variety of contexts and tasks .	<p>Students present claims and findings. They highlight the most important points with relevant descriptions, facts, details, and examples in a clear and focused way. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech, adapting to various audiences and purposes.</p> <p><i>In the Classroom:</i></p> <p>The teacher asks students to plan two versions of a speech about the same topic, choosing different audiences for each version. Students use description, facts, and details to highlight or call attention to the main ideas or themes which would be most relevant or engaging for the chosen audience for each version. Students then compare and contrast the two versions of the speech and share out the differences to the whole group.</p>	<p>claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</p> <p>coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</p> <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>salient – most important or worthy of notice; prominent</p>

	STANDARD	CLARIFICATION	GLOSSARY
		The teacher asks students to research a topic, gathering information from several different sources. Students identify the most important points from their research in order to create one minute speeches (i.e., elevator pitch or flash talk). The teacher pairs up students, and students deliver their elevator pitches to each other. Following this, students reflect on whether or not they chose the most salient points for inclusion.	task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)
SL7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<p>Students deliver presentations that use multimedia and visual elements (e.g., charts/graphs, images, music, sound, etc.) to make the claims and findings being presented clearer and to highlight important points.</p> <p><i>In the Classroom:</i> After assigning a presentation to the students, the teacher asks students to identify two or three of the most important points. The teacher provides students with a handout of guiding questions/criteria for selecting visual displays that emphasize the important points they've identified. The students find several visual displays for each identified point, and then, using the handout, select the best one for each point.</p> <p>The teacher shows students a presentation that makes use of multimedia elements. In small groups, students discuss how the multimedia components clarified claims and findings and also emphasized the salient points of the presentation. Following this, the teacher facilitates a whole group discussion regarding the impact of removing one of the multimedia components. The students then apply this same thinking to their own presentations.</p>	<p>claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</p> <p>multimedia component – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video)</p> <p>salient – most important or worthy of notice; prominent</p>

GRADE 7

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

CCR Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6-8 Language Continuums Guide

What are the Language Continuums?

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by grade to allow for multiple years of practice, differentiation, and scaffolding as needed. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade(s) of the band, students are applying the skill to more complex text as they work toward mastery. Some skills, such as subject-verb agreement, may require continued attention each year.

How do I read them?

The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills that are taught in the specific grade band. The supporting clarifications include suggestions for how to introduce, model, build, and recognize mastery for each skill.

What does instruction look like in the classroom?

The skills are arranged by grade band to allow for three years of practice and eventual mastery. Each bulleted skill is taught in all grades within the 6-8 grade band.

- Sixth Grade: The teacher introduces and models each skill using mentor texts. Students practice each skill and apply what they have learned to their writing.
- Seventh Grade: The teacher continues to build each skill, using scaffolding as needed to differentiate. Students practice and apply each skill in their writing.
- Eighth Grade: The teacher provides opportunities for students to apply each skill within their writing as they work toward mastery.

Formative assessment should provide teachers with an understanding of students' prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the "How to Introduce and Model" column of the continuum clarification document.

How do I know where my students fall within the grade band?

Pre-assessments and formative assessments throughout the year can be helpful in determining where students fall within the band.

- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall in the continuum.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum.
- Students' writing provides guiding information about their understanding.

How do I talk about the Language Continuums with colleagues?

Teacher communication and discussion within each grade level and among the grade levels is a vital component for ensuring student success. Through PLC work, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction.

Grade level PLCs

- Discuss and develop pre-assessments for each skill, or group of skills, to determine student readiness. Consider using flexible grouping after reviewing pre-assessment results.
- Revisit the continuum clarification document for suggested teaching strategies. Consider possible mentor texts.
- Discuss providing feedback to students about specific skill use within their writing. Consider developing a standards-based rubric.
- Reflect on student work to plan for next steps. Consider students who need scaffolding as well as students who need enrichment.

Vertical PLCs

- Discuss how each grade level can build on the previous grade level's instruction.
- Discuss the mentor texts and the strategies used to introduce and build skills.
- Look at the 4-5 grade band in the Language Continuums to determine which skills have previously been introduced.
- Look at the 4-5 grade band in the Language Continuums to determine which skills are introduced for the first time in the 6-8 grade band.

L1 – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Nouns	<ul style="list-style-type: none"> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) Use common, proper, and possessive nouns 	<ul style="list-style-type: none"> Explain the function of nouns Use collective nouns (such as group) Form and use frequently occurring regular and irregular plural nouns 	<ul style="list-style-type: none"> Use abstract nouns (such as courage) Continue to use regular and irregular plural nouns 		
Verbs	<ul style="list-style-type: none"> Form frequently occurring verbs Convey sense of time 	<ul style="list-style-type: none"> Explain the function of verbs Form and use past tense of frequently occurring irregular verbs Form and use regular and irregular verbs Form and use simple verb tenses Form and use the perfect verb tenses Convey sense of various times, sequences Recognize inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Form and use progressive verb tenses Use modal auxiliaries (such as may or must) Continue to form and use the perfect verb tenses Convey sense of various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Explain the function of verbals (such as gerunds or participles) Form and use verbs in active and passive voice Form and use indicative, imperative, interrogative, conditional moods Recognize and correct inappropriate shifts in voice and mood Form and use transitive/intransitive verbs 	
Adjectives	<ul style="list-style-type: none"> Use frequently occurring adjectives 	<ul style="list-style-type: none"> Explain the function of adjectives Accurately choose which to use – adjective or adverb 	<ul style="list-style-type: none"> Form and use comparative and superlative adjectives and accurately choose which to use—adjective or adverb Order adjectives within sentences according to conventional patterns 	<ul style="list-style-type: none"> Form and use compound adjectives 	

Grade 7 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	<ul style="list-style-type: none"> Use frequently occurring conjunctions 	<ul style="list-style-type: none"> Explain the function of conjunctions Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> Continue to use coordinating and subordinating conjunctions Use correlative conjunctions (such as either/or) 		<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Adverbs		<ul style="list-style-type: none"> Accurately choose which to use – adjective or adverb Explain the function of adverbs Form and use comparative adverbs 	<ul style="list-style-type: none"> Form and use comparative and superlative adverbs Use relative adverbs 	<ul style="list-style-type: none"> Use adverbs that modify adjectives Use adverbs that modify adverbs 	
Sentences	<ul style="list-style-type: none"> Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences Understand and use question words 	<ul style="list-style-type: none"> Produce, expand, and rearrange simple and compound sentences 	<ul style="list-style-type: none"> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Produce, expand, and rearrange simple, compound, and complex sentences 	<ul style="list-style-type: none"> Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas 	
Prepositions	<ul style="list-style-type: none"> Use frequently occurring prepositions 	<ul style="list-style-type: none"> Explain the function of prepositions 	<ul style="list-style-type: none"> Form and use prepositional phrases 		
Pronouns	<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns 	<ul style="list-style-type: none"> Explain the function of pronouns Continue to use personal, possessive, and indefinite pronouns Use reflexive pronouns 	<ul style="list-style-type: none"> Ensure pronoun-antecedent agreement Use relative pronouns 	<ul style="list-style-type: none"> Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>) Use intensive pronouns Recognize and correct inappropriate shifts in pronoun number and person Recognize and correct vague pronouns 	

Grade 7 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
				<ul style="list-style-type: none"> Continue to ensure pronoun-antecedent agreement Recognize and apply the nominative case and objective case 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Determiners	<ul style="list-style-type: none"> Use determiners 	<ul style="list-style-type: none"> Correctly use <i>a</i>, <i>an</i>, and <i>the</i> 			
Commonly Confused Words		<ul style="list-style-type: none"> Correctly use common homophones 	<ul style="list-style-type: none"> Correctly use frequently confused words (such as <i>to</i>, <i>two</i>, <i>too</i>) 	<ul style="list-style-type: none"> Continue to correctly use frequently confused words 	
Interjections		<ul style="list-style-type: none"> Explain the function of and use interjections 	<ul style="list-style-type: none"> Continue to use interjections 		
Phrases and Clauses			<ul style="list-style-type: none"> Explain the function of phrases and clauses Recognize independent and dependent phrases and clauses 	<ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers Form and use indirect/direct objects 	
Usage				<ul style="list-style-type: none"> Recognize variations from standard English in their own and others' writing and speaking Identify and use strategies to improve expression in conventional language 	

CLARIFICATIONS

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **6-8 grammar continuum**.

Mastery: Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher.

6-8 Skill	How to Introduce and Model	How to Build
Subject/Verb Agreement		
Continue to ensure subject/verb agreement	<p>Matching singular subjects with singular verbs and plural subjects with plural verbs improves clarity for the reader. When trying to determine if a subject is singular or plural, substitute the pronouns "he" or "they."</p> <p>The teacher provides model sentences, each demonstrating a different type of subject/verb agreement. Cases to consider for model sentences include:</p> <ul style="list-style-type: none"> • Multiple singular subjects joined by and • Multiple singular subjects joined by or or nor • Compound subjects containing both a singular noun/pronoun and a plural noun/pronoun • Using doesn't and don't • When phrases separate the subject and the verb • Collective nouns (team, family, crew) • Using indefinite pronouns as subjects • Using words that end in -s as subjects (mathematics, scissors, dollars) while noting that sometimes these depend on context <p>Students use the model sentences to review a piece of writing the teacher provides to determine and annotate where subject/verb agreement is used correctly and incorrectly.</p>	<p>The teacher uses example sentences for the less difficult types of subject/verb agreement and then progresses to more difficult types to determine level of student knowledge.</p> <p>The teacher provides numerous index cards with subjects and verbs written on them (one subject and one verb per card). The students take the cards and put a subject and a verb together, creating the beginning of a sentence with correct subject/verb agreement. The students then write their paired subjects and verbs on sheets of paper and finish writing their sentences. The teacher checks the sentences to ensure correct subject/verb agreement within the context of the sentence.</p> <p>Students determine appropriate subject/verb agreement in their own writing to make revisions as necessary.</p> <p>The teacher individually conferences with students to support application of subject/verb agreement in their writing.</p>

6-8 Skill	How to Introduce and Model	How to Build
Verbs		
Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>)	<p>Verbals are verb forms which act as another part of speech in a sentence.</p> <p>Gerunds: function as nouns and end in -ing Participles: function as adjectives and often end in -ing or -ed Infinitives: function as nouns, adjectives, or adverbs and consist of the word “to” plus a verb</p> <p>The teacher provides examples and definitions of verbals.</p> <p>Students are provided sentences containing verbals, and they identify which verbal is being used based on the examples and definitions provided.</p>	<p>The teacher provides sentences that contain a variety of verbals. The students must highlight each type of verbal using a different color and identify which type of speech the verbal is functioning as within the sentence.</p> <p>The teacher evaluates students’ abilities to rewrite sentences using verbals to add variety in their writing.</p> <p>The teacher individually conferences with students to support their work using different verbals within their writing.</p>
Form and use verbs in active & passive voice	<p>When a sentence uses active voice, the subject of the sentence performs the action of the verb. When a sentence is written in passive voice, the subject of the sentence is being acted upon.</p> <p>The teacher provides model sentences to demonstrate the difference between active and passive voice. Some of the sentences written in both active and passive voice should include forms of “to be” verbs. The teacher leads the students to discover that all passive voice sentences will include a form of “to be” verbs, but sometimes a “to be” verb is present in active voice. The teacher models how to distinguish between active and passive voice by determining if the subject is performing the action.</p>	<p>The teacher shares a mentor text paragraph utilizing both active and passive voice to further demonstrate reasons a writer might use both active and passive voice.</p> <p>Students are provided a paragraph to rewrite using both active and passive voice within the writing.</p>

6-8 Skill	How to Introduce and Model	How to Build
	<p>The teacher provides sentences written in active voice and models rewriting these sentences in passive voice to demonstrate that the meaning is the same or similar.</p> <p>Students rewrite additional example sentences and discuss reasons an author may choose to use active/passive voice.</p>	
<p>Form and use indicative, imperative, interrogative, conditional moods</p>	<p>The teacher provides an anchor chart to which students can refer. This chart includes a definition and example for each of the four types of verbs that connote mood. After the teacher reviews the anchor chart, the students are provided with sentences to identify the type of verb that is being used.</p> <p>Anchor chart includes the following: Indicative: States something that is happening in reality. Example: <i>The family was driving to the beach for vacation.</i></p> <p>Imperative: A direct command, telling you what to do. Example: <i>You must wake up now to get ready for school.</i></p> <p>Interrogative: Asks a question. Example: <i>Will you please leave me alone?</i></p> <p>Conditional: Depends on something else to happen under certain conditions. Example: <i>The dog might bark if the cat runs into the yard.</i></p> <p>The teacher provides several verbs for the students. The students work together in pairs to form the different moods of the given verbs and use each of the newly formed verbs in sentences. Students may refer to the anchor chart for examples.</p>	<p>The teacher provides an excerpt from a mentor text which demonstrates the use of verbs in different moods. In small groups, students identify the moods of the verbs and discuss why the author would use those specific moods. The teacher then leads a whole class discussion allowing each group to share its thoughts. Students begin to connect the author's purpose to deliberate choices the author makes about moods of verbs.</p> <p>The teacher provides small groups of students with different paragraphs that demonstrate the use of verbs for one of the moods. Students rewrite the short paragraphs in one of the three other moods to practice forming and using the different types of verbs.</p> <p>Students are asked to write one paragraph in which they form and use verbs in at least three of the four conditional moods. Students will exchange paragraphs and identify the different verb moods within their partners' paragraphs.</p>

6-8 Skill	How to Introduce and Model	How to Build
<p>Recognize and correct inappropriate shifts in voice and mood</p>	<p>When introducing and modeling, the teacher should separate the skill of identifying and correcting inappropriate shift in <u>voice</u> from identifying and correcting inappropriate shifts in <u>mood</u>.</p> <p>The teacher provides examples of sentences using inappropriate shifts in voice. The teacher thinks aloud about why the sentence is awkward or confusing to the reader. The teacher continues to think aloud and make corrections to the sentence. The teacher asks the students to reflect on that process and discuss why the revised sentence is more effective than the original, incorrect sentence.</p> <p>The teacher provides examples of sentences using inappropriate shifts in voice. The students work in small groups to rewrite each sentence correctly.</p> <p>The teacher repeats the activities above with examples of sentences using inappropriate shifts in mood.</p>	<p>When building upon this skill, teachers should include both components (shifts in voice and mood) together in the same paragraphs.</p> <p>The teacher provides several paragraphs with examples of inappropriate shifts in voice and mood.</p> <p>Students rewrite the paragraphs, correcting the errors.</p>
<p>Form and use transitive / intransitive verbs</p>	<p>The teacher introduces transitive and intransitive verbs with definitions and examples.</p> <p>Transitive verb has two characteristics.</p> <ol style="list-style-type: none"> 1) Used as an action verb, expressing a doable activity like kick, want, paint, etc. 2) Must have a direct object, something or someone who receives the action of the verb. Ex. <i>The boy kicked the ball into the goal.</i> <p>Intransitive verb is a verb that does not take a direct object. There's no word in the sentence that tells whom or what received the action. Ex. <i>The boy ate loudly.</i></p>	<p>The teacher models a process for identifying whether a verb is transitive or intransitive.</p> <ul style="list-style-type: none"> • Identify the verb. Is it an action verb? If not, it is intransitive. • If it is an action verb, determine if the sentence has a direct object by saying – subject, verb, whom or what? If there is an answer to the question, and it is a noun or pronoun, then you have identified a direct object. If there is no direct object, then the verb is intransitive. <p>The teacher determines passages from a text for students to closely read. Students use the modeled process to identify the use of transitive and intransitive verbs.</p>

6-8 Skill	How to Introduce and Model	How to Build
	<p>Students are provided sentences to determine whether transitive or intransitive verbs are being used.</p> <p>Student pairs are provided a list of verbs. Students are asked to choose five of those verbs and produce two sentences using each verb. Students will form and use the verb as a transitive verb in one sentence, and will form and use the verb as an intransitive verb in another sentence.</p>	<p>Students rewrite one of the passages to change the transitive verbs to intransitive verbs.</p>
Adjectives		
Form and use compound adjectives	<p>When two or more adjectives are joined together to describe a noun or pronoun, it is known as a compound adjective. Compound adjectives need to be hyphenated to avoid confusion for readers.</p> <p>The teacher provides examples of sentences using traditional adjectives and compound adjectives.</p> <p>Traditional Adjective Example: <i>This exciting tour of the fjords will last three hours.</i></p> <p>Compound Adjective Example: <i>The three-hour tour of the fjords is fascinating.</i></p> <p>After the teacher provides ample models, students are asked to work in pairs to form as many compound adjectives as possible in five minutes. Then the student pairs should use at least ten of the compound adjectives from their list in original sentences that they write.</p>	<p>The teacher provides simple sentences that do not include adjectives written on sentence strips. Working in pairs, the students cut the sentence strips apart and insert sticky notes with adjectives that they have written to modify the nouns in the sentence. The teacher can give a certain number of compound adjectives that students are expected to write.</p> <p>Students share their newly developed sentences with other students in their small groups to discuss ways the compound adjective changed or clarified the meaning of the sentences.</p>

6-8 Skill	How to Introduce and Model	How to Build
Adverbs		
Use adverbs that modify adjectives	<p>Building on the knowledge that adverbs modify verbs, the teacher introduces ways that adverbs can modify adjectives and provides sample sentence examples. The teacher models how adverbs that modify adjectives are positioned immediately in front of the adjective that is being modified. When adverbs are used to modify adjectives, they are known as intensifiers.</p> <p>Example: The usually cold winter weather has turned unseasonably warm.</p> <p>Students identify the adverbs and the adjectives they modify in the example sentences.</p> <p>Students are provided sentences that contain adjectives, and the students are asked to add appropriate adverbs to those sentences.</p>	<p>The teacher writes an equal number of adjectives and adverbs that could modify those adjectives on separate index cards (one adjective OR one adverb per card). Each student draws a card. Students then find partners who have adverbs that could modify the adjectives they hold OR adjectives that could be modified by the adverbs they hold. The pairs write sentences that use their adverb/adjective pairs on sentence strips. The sentence strips are posted around the room. Students rotate around the room, reading the sample sentences and identifying the adjectives and adverbs in each sentence.</p> <p>Working with partners, students create sentences with adverbs modifying adjectives. These are used in a review game where sentences are shared with other groups identifying the adverb/adjective.</p> <p>The teacher shows example sentences and paragraphs demonstrating authors' use of adverbs modifying adjectives. Based on the examples, students note different reasons an author would choose to use the adverb in both instances.</p> <p>Students write paragraphs using adverbs to modify adjectives. Students highlight the adverbs used in the paragraphs and underline the adjectives that they modify.</p>
Use adverbs that modify adverbs	<p>Adding to students' knowledge about adverbs, the teacher introduces examples of adverbs modifying adverbs where the adverb must be directly in front of the adverb it is modifying. When adverbs are used to modify adverbs, they are known as intensifiers.</p>	<p>Have enough adverbs written on index cards for each student to have a card. Each student should write a sentence using the adverb on the index card he/she chose. Then, working in pairs, students should revise each sentence by adding an adverb that modifies the original adverb.</p>

6-8 Skill	How to Introduce and Model	How to Build
	<p>Example: <i>My dog can run <u>extremely fast</u> when she's chasing a squirrel.</i></p> <p>Students are provided sentences that contain adverbs, and the students are asked to add appropriate adverbs to modify the adverbs already in those sentences.</p>	<p>The teacher provides a paragraph for students to rewrite using adverbs modifying adverbs in at least three of the sentences in the paragraph.</p> <p>Students peer edit other students' rewritten paragraphs to determine the correct formation and location of the adverbs. Students describe how the use of the adverbs helps with clarity of meaning.</p>
Sentences		
Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences	<p>The teacher provides examples of complete sentences, fragments, and run-on sentences. The teacher models how to identify whether the sentence is correctly written and complete or whether it is a fragment or run-on.</p> <p>The teacher provides multiple complete sentences, fragments, and run-ons, each typed on separate slips of paper. Students work in pairs to group the slips by category: sentences, fragments, run-ons.</p> <p>Students work together to rewrite the fragments and run-ons as complete sentences.</p>	<p>The teacher provides students with a short text that includes errors in sentence structure, including sentence fragments and run-on sentences.</p> <p>Students work individually to make corrections to the text.</p> <p>Students proofread their own writing, recognizing and correcting fragments and run-on sentences.</p>
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	<p>The teacher provides examples of each of the types of sentences; simple, compound, complex, and compound-complex sentences.</p> <p>Students work in pairs to change each of the sentences to a different type. These are shared with other student pairs for identification.</p>	<p>The teacher provides students with a model text that includes all four sentence types. The teacher provides students with a model text that includes all simple sentences. The teacher leads a class discussion comparing the two model texts. The discussion should focus on how sentence variety enhances the flow of the text and the effectiveness of an author's choice to combine or contrast different ideas within a sentence.</p>

6-8 Skill	How to Introduce and Model	How to Build
	<p>The teacher provides different scenarios or paired ideas. Students are asked to identify which sentence type would be most appropriate to express those ideas and write that type of sentence.</p> <p>For example: “It snowed; school was not closed” would lend itself to a compound sentence: It was snowing outside, but the school schedule remained unchanged.</p>	<p>Students then work independently or in pairs to revise the paragraph with only simple sentences so that it includes at least one example of each sentence type. The teacher may need to model sentence expansion or sentence combining strategies.</p> <p>Students determine why specific types of sentences were used for the text. Example: A compound sentence using “than” as a conjunction which indicates comparison.</p>
Pronouns		
Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>)	<p>Subjective pronouns act as the subject in a sentence. Objective pronouns act as objects that receive the action of the verb in a sentence. Possessive pronouns show ownership.</p> <p>The teacher provides sentences that include pronouns in various cases: subjective, objective, and possessive.</p> <p>Students identify the type of pronoun used in each of the sentences and indicate why each of the pronouns is used.</p> <p>Students write sentences ensuring that pronouns are in the proper case.</p>	<p>The teacher provides students with a text from which students identify pronouns and determine their cases by color-coding. For example, students may highlight subjective pronouns in yellow, objective pronouns in red, and possessive pronouns in green.</p> <p>The teacher provides a short text that has no pronouns. Students are tasked with rewriting the text to include pronouns. Students note which pronouns are subjective, objective, or possessive.</p> <p>Students compose their own paragraphs ensuring that pronouns are using the proper case.</p>
Use intensive pronouns	<p>Intensive pronouns end in -self or -selves and emphasize the antecedent of which it usually directly follows, not to be confused with reflexive pronouns which are always objects that refer to the subject of the sentence.</p>	<p>The teacher provides students with a mentor text that uses intensive pronouns. The teacher leads a discussion about the effective use of intensive pronouns. Intensive pronouns, also known as emphatic pronouns, can make writing more meaningful and interesting. The teacher asks students to consider why intensive pronouns are used</p>

6-8 Skill	How to Introduce and Model	How to Build
	<p>Example of intensive pronoun: Susan made tea for the queen herself.</p> <p>Example of reflexive pronoun: Susan made herself some tea.</p> <p>The teacher provides various sentences illustrating the use of intensive pronouns.</p> <p>Students work in pairs to create sentences using intensive pronouns.</p>	<p>infrequently. If they are overused, then the emphasis becomes less purposeful.</p> <p>Using the mentor text as a model, students write similar sentences and use intensive pronouns.</p>
Recognize and correct inappropriate shifts in pronoun number and person	<p>A pronoun should agree in number (singular or plural) and person (first, second, third) with its antecedent.</p> <p>The teacher introduces how shifts in pronoun number and person causes confusion in meaning by using teacher-made sentences with errors in pronoun number and person.</p> <p>Students read the sentences and discuss in small groups the errors in pronoun number and person. The class discusses ways to correct the errors.</p>	<p>The teacher provides a paragraph without pronouns. Students work in pairs to replace any nouns after the clearly identified antecedents with pronouns demonstrating the correct number and person. Student pairs exchange paragraphs and proofread for clear and correct use of pronouns.</p> <p>Using a mentor text, students identify the correct use of pronouns. They review their writing to identify and correct the errors in pronoun shifts.</p>
Recognize and correct vague pronouns	<p>The teacher provides paired sentences. One of the sentences includes a correctly used pronoun and the other includes a vague pronoun.</p> <p>Students determine which pronoun makes the sentence easier to understand.</p>	<p>The teacher uses a variety of vague pronouns in sentences for students to correct. Students use one of the strategies from the anchor chart to revise the sentences and correct the vague pronouns.</p> <p>The corrected sentences are displayed beside the anchor chart for students to reference while writing.</p>

6-8 Skill	How to Introduce and Model	How to Build
	<p>The teacher leads a class discussion about how vague pronouns lead to confusion on the part of the reader, and he/she provides strategies for students to revise sentences when a vague pronoun is recognized. The teacher may consider posting an anchor chart of revision strategies.</p>	<p>Students review their own writing to recognize and correct vague pronouns.</p>
<p>Continue to ensure pronoun-antecedent agreement</p>	<p>The teacher reviews proper pronoun-antecedent agreement using different colored markers to identify the pronoun and its antecedent. The teacher discusses the connection between singular and plural pronoun-antecedent agreement.</p> <p>Students write sentences using pronouns. Student pairs peer review the sentences, ensuring correct pronoun-antecedent agreement.</p>	<p>Students identify pronouns from their writing by circling them in one color. Students are then asked to identify the antecedent for each pronoun by circling it in a different color. Students share their selections with partners and discuss whether the pronouns and antecedents agree. Student pairs work to revise sentences when the pronouns and antecedents do not agree.</p>
<p>Recognize and apply the nominative case and objective case</p>	<p>Pronouns that act as the subject of a sentence are nominative case pronouns. Objective case pronouns are objects of verbs or prepositions.</p> <p>Using example sentences, the teacher models identifying nominative case and objective case.</p> <p>Students practice identifying nominative and objective case in a series of sentences.</p>	<p>Students independently write sentences using both nominative and objective pronouns on sentence strips. On the back of each sentence strip, the student identifies the pronoun and whether it is nominative or subjective. Once the teacher has verified that the identification of the pronoun case is correct for each sentence, the sentences are placed on different desks.</p> <p>Students rotate from desk to desk identifying pronouns and their cases as nominative or objective. Students check their answers using the keys on the backs of the sentence strips.</p>

6-8 Skill	How to Introduce and Model	How to Build
Commonly Confused Words		
Continue to correctly use frequently confused words	<p>The teacher shares a paragraph that includes frequently confused words.</p> <p>Students discuss the meanings of these frequently confused words and ways to remember the correct usage.</p>	<p>The teacher creates a class list of frequently confused words in student-made sentences, using the correct words beside the errors. Some frequently confused words to include: accept/except, access/assess, insure/ensure</p>
Phrases and Clauses		
Explain the function of phrases and clauses in general and their function in specific sentences	<p>The teacher reviews subject, predicate, and objects to develop a common language when introducing phrases and clauses.</p> <p>The teacher models the need for using phrases and clauses using examples of simple, compound, and complex sentences to express ideas.</p> <p>The teacher provides paired sentences: simple sentences with no phrases and complex or compound sentences. Students choose sentences that convey the best meaning and discuss how phrases and clauses add to sentence clarity.</p>	<p>The teacher chooses a mentor text that includes a variety of sentences with different types of phrases and clauses. The teacher leads a discussion about how varying sentence structure enhances the writing and provides logical flow within paragraphs or longer pieces of writing.</p> <p>The teacher provides students with various simple sentences, phrases, and clauses. Students create varied sentences using the provided sentence parts to develop sentences that convey different meanings. Students choose one of the rewritten sentences to use as the beginning of a paragraph. Students should draft a paragraph using a variety of sentences with different phrases and clauses.</p> <p>Students exchange paragraphs with partners, and then identify phrases and clauses within the paragraphs and offer any suggestions for revision to make the writing more clear or detailed.</p>

6-8 Skill	How to Introduce and Model	How to Build
<p>Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers</p>	<p>Phrases and clauses can expand simple sentences. They add additional information and more context to a sentence. When a phrase or clause is misplaced or dangling, a sentence can be awkward or nonsensical. A modifier changes, limits, alters, or adds information to something else in a sentence. A modifier is said to be dangling if the something that it modifies is not clear.</p> <p>For example: When 7 years old, my father became a police officer. Clarification: When <u>I was</u> 7 years old, my father became a police officer.</p> <p>A modifier is misplaced when it is separated from the word it modifies.</p> <p>For example: The man sold the bike to the boy with the new tires. Clarification: The man sold the bike <u>with the new tires</u> to the boy.</p> <p>The teacher models the identification of dangling and misplaced modifiers and corrects them within example sentences. Students work in groups to identify and correct dangling and misplaced modifiers for additional example sentences.</p>	<p>The teacher creates sentences to model inserting phrases and clauses correctly, also recognizing and correcting misplaced and dangling modifiers.</p> <p>Students expand simple sentences by placing phrases and clauses within those sentences, adding detail and description. Students recognize and correct dangling modifiers within the sentences as they proofread their own sentences and their partners' sentences.</p>
<p>Form and use indirect/direct objects</p>	<p>The teacher creates a chart to which students may refer during practice.</p> <p>Chart includes the following: Direct Object – answers the question, “what?” or “whom?” Example: <i>Rebecca chased her cat.</i> (her cat is the direct object)</p>	<p>The teacher creates sentences using direct and indirect objects for students to identify.</p> <p>Students identify direct and indirect objects in example sentences and create their own sentences using either indirect or direct objects. These student-made sentences are traded with other students to identify indirect or direct objects.</p>

6-8 Skill	How to Introduce and Model	How to Build
	<p>Indirect object answers the question “to whom?” “for whom?” “for what?”</p> <p>Example: <i>She bought her son a video game.</i></p> <p>(her son is the indirect object)</p>	
Usage		
Recognize variations from standard English in their own and others’ writing and speaking	<p>The teacher models use of variations from standard English based on audience.</p> <p>The teacher shares two examples of letters about a similar subject but written for two different audiences.</p> <p>Students determine how they are different and make inferences as to why they are written and spoken differently.</p>	<p>Students determine a common problem and write requests for help intended for three different audiences. They note how the language and style change.</p> <p>Students write short formal paragraphs and trade them with partners who write them in a less formal manner. These are traded again, and the next student writes the information in an even less formal register.</p>
Identify and use strategies to improve expression in conventional language	<p>The teacher shares examples of ways to express thinking in conventional and non-conventional language.</p> <p>Students discuss various situations when different conventions are appropriate.</p>	<p>The teacher provides examples of sentences using non-conventional language.</p> <p>Students rewrite sentences using conventional language.</p>

L2 – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people 	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization 		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates 	<ul style="list-style-type: none"> • Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue 	<ul style="list-style-type: none"> • Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works 	<ul style="list-style-type: none"> • Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions 	

Grade 7 ELA Standards, Clarifications and Glossary

Skill	K-1	2-3	4-5	6-8	9-12
Spelling	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words 	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
References		<ul style="list-style-type: none"> • Consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	

CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **6-8 conventions continuum**.

Mastery: Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher.

6-8 Skill	How to Introduce and Model	How to Build
Capitalization		
Continue to use correct capitalization.		
Punctuation		
Use punctuation to set off nonrestrictive/parenthetical elements	<p>A nonrestrictive or parenthetical element is a word or group of words that interrupts the flow of a sentence and adds extra, nonessential information to the sentence. These elements are set apart from the main clause by commas, dashes, or parentheses.</p> <p>The teacher uses model texts to show example sentences by introducing the sample sentences one at a time. By covering up or removing the nonrestrictive element in each sentence, the teacher demonstrates how each sentence would make sense without the extra information. Students discuss how the sentence remains complete and true to its idea without the extra part set off by the commas, dashes, or parentheses. Students also discuss how the extra information benefits the reader and why the author may have included it.</p>	<p>Since there are three types of punctuation that can be used to indicate a nonrestrictive or parenthetical element, students should explore the author's purpose for choosing a particular punctuation mark. The choice usually indicates the degree of emphasis the author places on the information. Mentor texts that demonstrate the different types of punctuation would serve as a great starting point for introducing the following instructional strategies:</p> <p>The teacher provides several models of sentences with nonrestrictive/parenthetical elements set off by commas, dashes, and parentheses. Students discuss why writers would choose to use the specific punctuation for each sentence. The teacher leads students to deduce the level of emphasis each of the punctuation marks is awarded based on analyzing multiple example sentences.</p> <p>To aid students in learning to use correct punctuation to set off nonrestrictive elements, the teacher provides simple sentences for an extension activity. Students insert nonrestrictive elements within the simple sentences.</p>

6-8 Skill	How to Introduce and Model	How to Build
<p>Use a comma to separate coordinate adjectives</p>	<p>Coordinate adjectives are two or more adjectives that precede and modify the same noun and are equal in their application to the noun. Test for coordinate adjectives: if the thought makes sense with the word “and” inserted between the adjectives and the adjectives could trade places with each other, then they are coordinate adjectives and need to be separated by a comma.</p> <p>The teacher provides several sentences from mentor texts and leads the class to deduce the rules about when a comma is needed between two adjectives. As additional sample sentences with multiple adjectives are introduced to the students, the teacher uses a think aloud strategy demonstrating the tests from above. The students indicate if the example sentence has coordinate adjectives by showing thumbs up or thumbs down.</p>	<p>To begin building this skill in students’ writing, the teacher shows students several items like a trophy and a stuffed animal. The class compiles lists of adjectives to describe each of the objects. The students then write a sentence that includes two or more adjectives describing that single object. Students should apply the “add and” test to the sentence and add commas when appropriate.</p> <p>Students independently identify a sentence that has two or more adjectives describing a single noun from their readings. As each student shares his/her example orally with the class, the other students indicate whether the descriptive words are coordinate adjectives in need of commas.</p>
<p>Use punctuation to indicate a pause or break</p>	<p>Commas, ellipses, or dashes may be used to indicate a pause or break in sentences. Students should be familiar with commas signaling the reader to pause. Dashes indicate a more abrupt break in the thought or change in tone. Ellipses create a longer break.</p> <p>To introduce this skill, the teacher uses model texts to demonstrate how authors employ these different punctuation marks. The teacher leads students to discuss the author’s purpose for the pause or break in each sample sentence. The discussion should also include why the punctuation marks are effective to indicate that the reader needs to slow down and pay attention to the contrast or the next part of the information.</p>	<p>To build on this skill, students begin incorporating the punctuation marks correctly in their own writing. The teacher provides a variety of independent and dependent clauses. Students use the clauses to construct their own sentences, using proper punctuation to indicate pauses or breaks.</p> <p>The teacher provides multiple examples from mentor texts to serve as models for students. Students experiment with writing original sentences that need a pause or break for various reasons. Students practice using the different types of punctuation for their various purposes.</p>

6-8 Skill	How to Introduce and Model	How to Build
	<p>To give additional practice, the teacher provides model sentences that are scrambled in four pieces. Students, in small groups or pairs, reconstruct the sentences correctly by putting the pieces in order and inserting the appropriate punctuation mark(s). Students justify the punctuation used.</p>	
<p>Use an ellipsis to indicate an omission</p>	<p>An ellipsis is used in formal writing to signal to a reader that part of a direct quote has been omitted. The teacher should caution students that the use of an ellipsis should not change the meaning of the original quoted material.</p> <p>Using model texts as examples, the teacher leads a class discussion about the author's purpose for using ellipses. Students find examples within their own readings.</p>	<p>The teacher provides several long quotes that are related to a topic being studied. Students determine which part(s) of the quotes would best support their positions. Students then write a paragraph which includes at least two of the quotes the teacher provided. At least two sentences within the paragraph should demonstrate the ability to effectively omit part of the chosen quotes using ellipses.</p>
<p>Use a semicolon to link two or more closely related independent clauses</p>	<p>A semicolon connects two closely related independent clauses within a single sentence. Using a semicolon offers an alternative to a comma followed by a coordinating conjunction. A semicolon may also be used for clarity if commas appear in either of the two independent clauses being joined.</p> <p>The teacher provides multiple models of sentences with semicolons and discusses with students the rules for using semicolons. The teacher then provides, jumbled sentences, and student pairs put the sentences in the correct order, indicating where the semicolon should be placed. Index cards or digital tools allow students to manipulate the sentence parts by moving the pieces of the sentence around.</p> <p>Next, the teacher provides students with related independent clauses so the students can practice joining the clauses using</p>	<p>Students continue sentence combining activities. The teacher provides one independent clause, and the students write a second independent clause using a semicolon between the two.</p> <p>Students practice combining simple sentences from their own writings by using semicolons.</p> <p>Students practice identifying and correcting comma splices within their own writings, the writings of their peers, and in sentences the teacher provides for practicing proofreading skills.</p>

6-8 Skill	How to Introduce and Model	How to Build
	semicolons and proper capitalization rules to form compound or compound-complex sentences.	
Use a colon to introduce a list or quotation	<p>The teacher provides models for each of the following rules:</p> <ul style="list-style-type: none"> • When using a colon to introduce a list, do not capitalize the first item after the colon unless it is a proper noun or the items in the list are complete sentences. • If the writer is listing items on separate lines (i.e. bullet points), then capitalizing the first letter is optional but should be consistent throughout the list. • It is not recommended for writers to use a colon if the list follows a verb or preposition that would usually need no punctuation for the sentence to read smoothly (i.e. <i>Sally purchased bread, milk, and peanut butter</i>). • When using a colon to introduce a quotation, capitalize the first letter of the first word if you are quoting one or more complete sentences. <p>The teacher provides scrambled sentences and punctuation cards (colons and commas), and students put the sentences together, inserting punctuation cards where necessary.</p>	<p>As guided practice or in small groups:</p> <ul style="list-style-type: none"> • The teacher provides sentences with lists, and students correctly insert colons as needed. • The teacher provides sentences that include quotations, and students correctly insert colons as needed. <p>Student groups create presentations for their peers explaining the rules for correctly using colons. Students create quizzes or activities which provide opportunities for their peers to practice inserting colons when necessary. Students may use online digital tools to produce engaging activities. The teacher proofreads the activities and makes them available for all students to practice.</p>
Apply hyphen conventions	<p>Use a hyphen:</p> <ul style="list-style-type: none"> • in compound adjectives • to separate words with certain affixes • to punctuate numbers twenty-one through ninety-nine • to separate words at the end of a line of text. <p>Hyphens should not be confused with dashes, and it is incorrect to space before or after a hyphen.</p>	<p>As a whole class activity, the teacher provides some sample sentences, and the students indicate whether a hyphen is needed.</p> <p>The teacher provides sample sentences, and students work in pairs to proofread the sentences, inserting hyphens where needed and deleting hyphens that are used incorrectly.</p> <p>Students create games or presentations for their peers explaining the rules for correctly using hyphens. For example, students create flashcards on which one side has model sentences where the hyphen has been</p>

6-8 Skill	How to Introduce and Model	How to Build
	The teacher introduces each purpose for using a hyphen and the rules that accompany it, using several model sentences to exemplify each case. Students state the reason the sentence would be confusing to a reader if it did not have the hyphen. When this type of reasoning transfers to the students' writing, students will more likely use a hyphen correctly.	deleted. Their peers consider where the hyphens should be added, and flip the card to check their answers. Digital tools are available for flashcard creations.
Spelling		
Consistently apply conventional rules to spell words correctly	The teacher models conventional rules to spell words correctly through think aloud strategies during writing lessons. See the rules learned and practiced from the K-5 continuum.	When a student asks the teacher how to spell a word, the teacher prompts the student to recall the appropriate rule for spelling the word. The teacher guides the student to spell the word correctly.
Reference		
Continue to consult reference materials as needed to check and correct spellings	The teacher models how to use a dictionary application or website to check the correct spelling of a word.	When a student asks the teacher how to spell a word, the teacher guides the student in using a dictionary application or website to find the correct spelling for each word.

Language Standards

STANDARD		CLARIFICATION	GLOSSARY
<i>Cluster: Conventions of Standard English</i>			
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.	See Language Grammar Continuum	<p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language</p> <p>grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions</p>
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	See Language Conventions Continuum	<p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)</p>

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Knowledge of Language			
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.</p> <ul style="list-style-type: none"> Students choose words and phrases, which express their thoughts clearly and directly. Students also identify and remove unnecessary words and phrases that are repetitious or ambiguous. <p><i>In the Classroom:</i> The teacher provides students with an ambiguous word or phrase. The students revise the word or phrase multiple times, so that it becomes more precise. For example, revising “food” to “fruit” then “fruit” to “apple” and finally “apple” to “Granny Smith apple.”</p> <p>The teacher provides students with examples of sentences or short paragraphs where redundancy is prevalent. In small groups, the students make the meaning more clear by identifying and crossing out words and phrases to reduce wordiness and redundancy.</p>	
Cluster: Vocabulary Acquisition Use			
L.7.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues , word parts, word relationships , and reference materials .	<p>Students figure out and/or confirm the meaning of grade 7 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:</p> <ul style="list-style-type: none"> Context clues: Students use the overall meaning of a sentence or paragraph or a word’s position or function in a sentence as a clue to the meaning of the word or phrase. Word parts: Students use common affixes and roots as clues to the meaning of words. For example, the root “bell” means “war-like” in the words “belligerent,” “bellicose,” and “rebel.” 	<p>context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it</p> <p>multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant’s trunk / car trunk)</p> <p>reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary</p>

STANDARD		CLARIFICATION	GLOSSARY
		<ul style="list-style-type: none"> Word relationships: Students use the relationship between particular words (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each of the words. Reference materials: Students consult reference materials to verify the preliminary determination of the meaning of a word or phrase, such as checking the inferred meaning in context or in a dictionary. <p><i>In the Classroom:</i></p> <p>The teacher provides students with a short list of multiple-meaning words from the text under study. The students brainstorm meanings that they may already know as the teacher records them on the list. After students offer what they know, the teacher directs them to available reference materials. Students identify other meanings of the words which are then shared with the class and added to the list.</p> <p>The teacher puts a word on the board or projector that contains multiple affixes (e.g., discontinuously). The students, with prompting from the teacher, work collaboratively to identify the root and the affixes of the word. Consulting reference materials, if needed, students label the meanings of each word part. The teacher and students combine the different meanings in order to determine the definition of the word.</p>	<p>word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p>
L.7.5	<p>Demonstrate understanding of figurative language and nuances in word meanings.</p> <p>a. Interpret figures of speech in context based on grade 7 reading and content.</p> <p>b. Distinguish among the connotations of words with similar denotations</p>	<p>Students show they understand figurative language and subtle differences in word meanings.</p> <ul style="list-style-type: none"> Students decipher the meaning of figurative language, such as literary and mythological allusions, as it is used in the text in grade 7 texts and material. Students differentiate between the associations of words that have similar definitions (e.g. refined, respectful, polite, diplomatic, condescending) 	<p>connotation – an emotional or abstract meaning evoked by a word in addition to its literal meaning</p> <p>denotation – the literal definition of a word, generally free of an emotional or cultural context</p> <p>figurative language – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)</p>

STANDARD		CLARIFICATION	GLOSSARY
		<p><i>In the Classroom:</i></p> <p>Students use four-column graphic organizers: the first column is labeled “What the Text Says,” the second is labeled “Allusion,” the third is labeled “Reference,” and the fourth is “Interpretation.” In the first column, students write the allusion as it appears in the text. In the second column, students write what the text is alluding to. In the third column, students provide more information about what is being referenced. In the fourth column, students write an explanation of the meaning of the allusion, using the information in previous columns.</p> <p>The teacher provides students with a short list of words that share similar denotations. Students sort the words into two piles based on their connotations: positive or negative. As students sort the words, they discuss the connotations of the words as well as when and how they often hear them being used.</p>	<p>nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)</p>
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases ; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression .	<p>Students learn and correctly use Tier 2 and Tier 3 words and phrases. Students deepen their word knowledge when they examine a word or phrase necessary for their reading or listening comprehension or written or oral expression.</p> <p><i>In the Classroom:</i></p> <p>The teacher provides students with general academic and/or domain-specific vocabulary words they must use in the given writing or speaking task. The teacher confers with the students, asking them to reflect on and explain what they considered when using the words in the given task.</p> <p>The teacher and students brainstorm definitions for the words and phrases under study using a variety of strategies. Once the definitions are generated, the teacher facilitates a discussion about what students</p>	<p>domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</p> <p>expression – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.</p> <p>general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a</p>

Grade 7 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		should consider about each word when using them for comprehension and/or expression.	verb, but not both. Both a subject and a verb would constitute a clause (e.g., “ Running through the forest , she breathed in the fresh, crisp air.”)