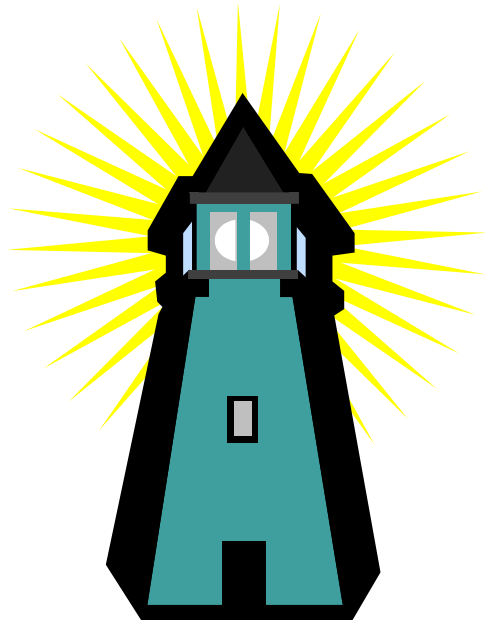# TEACHER GUIDANCE

FOR TRANSITION TO THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS

GRADE SEVEN

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

	Grade 7 CCGPS
	Reading Literary (RL)
	ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:
- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Distinguish important facts and details from extraneous information
- Distinguish facts that support your specific claim from facts that are irrelevant
- Make a practice of taking notes from texts (both formally and informally) as you read in order to gather text evidence for claims
- Practice reading texts within the prescribed time limit for your grade-level expectations, for example completing a 300 page book within the number of days delineated by your assignment

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide frequent opportunities to examine individual literary and rhetorical elements within texts
- Require students to take effective notes, both within the classroom and when reading on their own, and allow them to use these notes in assessments on occasion in order to support their engagement in the process
- Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance
- Lead students in examining what constitutes strong evidence as opposed to weak evidence for a text-based claim (for example if the student claims that the author frequently uses alliteration to mimic the sound of the whispering wind, but can only produce only one weak example of such a sound in the text)
- Provide students with opportunities to find evidence for claims that are explicit, inferred, content-related, and literary concept-related (for example, find evidence that Robert is not an honest person [inferred/content-related], find evidence that Ann is class president [explicit/content-related], find evidence that the author is intentionally creating a suspenseful mood [inferred/literary concept-related], find evidence of the author's use of sensory detail [explicit/literary concept-related])
- Examine genre characteristics

Sample Task for Integration:
Because standard RL1 is concerned with identifying multiple pieces of evidence to support a claim or inference about the text, tasks supporting this standard should require students to understand the relationship between a claim and effective support for that claim, and to then identify several pieces of evidence. Using a literary text under consideration by the class, provide students with a claim to be supported, (for example, "Cite 3 pieces of evidence from the text that prove that Anne is not romantically interested in Robert"). Using the definitions in Bullet 7 above under "Strategies for Teachers," provide students with several types of evidence to find. Allow students to try this activity alone, in pairs, and in groups. Students should create well-organized notes detailing their findings.

Recommended Vocabulary for Teaching and Learning:

Diction	Syntax	Tone	Mood	Figurative Language
Imagery	Genre	Sensory Detail	Characterization	Explicit
Characterization	Setting	Plot	Inferred	Evidence

	Grade 7 CCGPS
	Reading Literary (RL)
	ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Skills/Concepts for Students:
- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as "friendship" or "betrayal" (theme)
- Make predictions about developing themes within your class notes, citing evidence that influences your evolving opinion
- Incorporate all literary elements into your determination of theme (tone, mood, imagery, organizational structure, narrative voice, etc.)
- Practice summarizing a text using facts only, without relating your opinion about the text (this is harder than you might think!)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim
- Compare and contrast themes from various literary eras, historical periods, and genres; does the same theme occur again and again within a specific time period (for example man versus nature in colonial America, or freedom from societal strictures in the 1960's)
- Allow students to examine individual elements as they contribute to theme (for example, characterization) as well as how the theme is developed as a whole
- Require students to summarize without bias frequently; note when opinion begins to creep into the summary and use student models to discuss

Sample Task for Integration:
Using visual texts such as movies, commercials, or photographs can be a constructive way to begin a discussion of theme and main idea. Using movies with which most students are familiar, have students attempt to identify the theme or central idea of the film (for example, the theme of The Wizard of Oz may be identified as "coming of age," self-reliance, etc.). Using chart paper or a Smart board, list evidence the students are able to provide to support their claims about the nature of the theme. Allow students to discuss and debate as they shape their best possible answer as a class. Use this opportunity to point out instances when a biased summary ("Dorothy goes on a very exciting adventure far from home" may in some ways support the claim that she is "coming of age," but it is a biased summary). This activity can be extended by determining the theme or main idea of a photograph or painting (students will be surprised to find how many literary elements are present in visual text: tone, mood, sensory details, connotative images or colors, characters, setting, etc.).

Recommended Vocabulary for Teaching and Learning:

Characterization	Plot Structure	Tone	Mood	Setting
Diction	Organizational Structure	Rising Action	Climax	Falling Action
Resolution	Biased/Unbiased	Objective	Subjective	
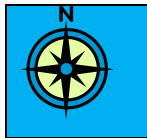
	Grade 7 CCGPS
	Reading Literary (RL)
	ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

Skills/Concepts for Students:
- Identify and analyze elements of plot: exposition, rising action, climax, falling action, resolution
- Examine plot structure understanding the way in which conflict drives the action in a story and how the chapters or sections of a text are organized and compiled
- Identify and analyze the elements of characterization (a character's thoughts, words, actions, appearance, experiences, etc.),
- Understand the concept of narrative voice (first, second, or third person/omniscience, subjectivity, etc.)
- Recognize the importance of setting, seeking to understand how the setting can dynamically affect the action in a story

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above) specifically including plot, character, setting, and language
- Provide texts illustrating a number of narrative structures (a variety of plot strategies such as frame narrative, flashback, foreshadowing) and voices
- Allow students to explore the ways in which we are "characterized" in life, by our actions, appearance, habits, etc., comparing this to the ways in which characters are developed by authors
- Provide graphic illustrations of the plot structure within texts under consideration in the classroom
- Point out the ways in which conflict drives plot action, addressing the "turning point" or "shift" in many narrative structures (it is often the resolution of the primary conflict that is identified as the climax that begins the falling action)

Sample Task for Integration:
Using a text under consideration by the class, have students examine the ways in which elements within a story interact with and depend upon one another by having them make hypothetical substitutions within the text. For example, considering the character of Scout in To Kill a Mockingbird, have students discuss the ways in which her experiences would be different if she lived in New York City instead of Maycomb, Alabama. What if Harper Lee had written Scout as a boy instead of a girl? By considering questions such as these students can discern the importance of various elements of the text including their impact on other elements (setting affects characters, the characters affect each other, the time period affects the nature of the action, etc.) Have students write a response to the activity, perhaps making a claim about which element they think was primary in a given text.

Recommended Vocabulary for Teaching and Learning:

Plot Structure	Characterization	Dialogue	Exposition	Rising Action
Climax	Falling Action	Resolution	Static Character	Dynamic Character
Antagonist	Protagonist	Dialogue	Conflict	
First Person Narrative	Third Person Narrative	Omniscient	Setting	

	Grade 7 CCGPS
	Reading Literary (RL)
	ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Skills/Concepts for Students:
- Evaluate and analyze the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (for example the assonance in "the silken sad unc**er**tain rustling of each p**ur**ple c**ur**tain" from Poe, evoking the sound of the curtains and the gloomy mood as well)
- Identify and understand the major types of figurative language (for grade 7: metaphor, simile, hyperbole, personification, and idioms)
- Identify and understand the major sound devices (for grade 7: alliteration, assonance, consonance, onomatopoeia)
- Review and understand the basics of poetic structure and language appropriate to grade 7 (lyric and narrative forms, including ballad, sonnet, ode, free-verse, etc.)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Use poetry in addition to extended and shorter texts to provide instruction on nuanced language, figurative or connotative language, and sound devices
- In instruction, differentiate between figurative language such as simile and metaphor, and sound devices such as alliteration or onomatopoeia (figurative language is not literal, while sound devices such as onomatopoeia can be literal; the bee actually does buzz but the tree doesn't actually wave hello)
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, rhyme scheme, and meter
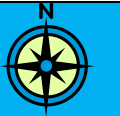
Sample Task for Integration:
As an introduction to the study of figurative language in poetry, choose a painting that is thematically connected to a poem you intend to study (visit http://artsmarts4kids.blogspot.com/2010/02/pairing-paintings-with-poems.html for some great pairings, for example Deborah Chandra's poem "Bubbles" matched Jean-Baptiste-Simeon Chardin's Boy Blowing Bubbles). Have students write a concrete description of what they see in the painting, then attempt a second description of the painting using figurative and connotative language, imagery, and sensory details. Students can compare their own rich descriptions of the painting with a classic poem describing the same subject matter. Students should share and discuss their findings and analyze the poem under consideration for literary elements such as rhyme scheme, meter, audience, purpose, diction, etc.

Recommended Vocabulary for Teaching and Learning:

Diction	Metaphor	Simile	Personification	Alliteration
Meter	Idiom	Hyperbole	Onomatopoeia	Symbolism
Imagery	Analogy	Literal	Figurative	Concrete
Rhythm	Rhyme	Rhyme scheme	Lyric Poem*	Narrative Poem*

* Lyric poetry expresses feelings and emotions. Forms include the sonnet and the ode.
* Narrative poetry tells a story. Forms include the ballad and the epic

	Grade 7 CCGPS
	Reading Literary (RL)
	ELACC7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Skills/Concepts for Students:
- Acquire or review knowledge of dramatic forms and structures (aside, stage direction, act, scene, etc.)
- Acquire or review knowledge of poetic structures (lyric and narrative poetry, including ballads, odes, sonnets, villanelles, etc.)
- Identify and evaluate common organizational structures ((e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast)
- Understand and apply knowledge of voice/point of view, author's purpose, genre expectations, audience, length, and format requirements
- Take advantage of opportunities to see live dramatic performances
- Read and write poetry for enjoyment; explore the rich history of poetry as an expression of and vehicle for social change and personal discovery (try Nikki Giovanni, Walt Whitman, Gary Snyder, Langston Hughes…explore!)
- Analyze and evaluate the impact of poetic forms on the impact and meaning of a poem, including end and internal rhymes, rhyme scheme, and meter

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Expose students to a wide variety of dramatic literature, both in text and in live performance (whether through filmed stage productions or visits to local theaters)
- Require students to perform pieces of dramatic literature in as realistic a scenario as possible (is there a stage in your school building? Can the students build props or make costumes?)
- Have students break down a dramatic piece, understanding the format for writing dialogue, the average length of an act or scene, and what is comprised within the stage directions
- Model reading interesting, relevant, or surprising poetry aloud, with appropriate pacing, tone, and inflection to engage the audience; have students practice reading poetry aloud
- Use Poet.Org (http://www.poets.org/) to allow students to explore multiple genres, literary periods, and subject matter in poetry, including hearing audio recordings of poets reading their own work
- Provide explicit instruction on the forms of lyric and narrative poetry appropriate to grade 7, as well as basic elements of meter, rhythm, rhyme (both internal and end), and rhyme scheme

Sample Task for Integration:
Several schools, counties, and districts have one-act play competitions in our state. Allowing students to put together a simple one-act play production from start to finish will enforce the terms relevant to drama and will provide an opportunity for comparison and contrast of the one-act play format as compared to traditional dramatic structures of 3 to 5 acts. Students will hone their speaking and listening skills performing before a live audience in competition and will be exposed to several other one-act plays during the competition. If you cannot participate in a competition, plan a field trip to watch!

Recommended Vocabulary for Teaching and Learning:

Drama	Lyric	Narrative	Soliloquy	Aside
Act	Scene	Comedy	Tragedy	Sonnet
Monologue	Dialogue	Ode	Ballad	Free Verse
Stage Direction	Meter	Iamb	Stressed Syllable	Unstressed Syllable
Rhyme Scheme	Internal Rhyme	End Rhyme	Rhythm	

	Grade 7 CCGPS
	Reading Literary (RL)
	ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Skills/Concepts for Students:
- Acquire or review foundational knowledge of characterization and character traits, including the literary terms regarding character development (static, dynamic, flat, round, protagonist, antagonist, tragic hero, foil, etc.)
- Acquire or review knowledge of narrative voice and structure (first person, third person, tense, omniscience, etc.), and be able to distinguish what is meant by "point of view" as it relates to narrative voice and as it relates to an opinion or bias
- Understand that conflict is a driver of plot action; characters (along with events, settings, and other elements) experience conflicts that propel a story (for example characters love or hate one another, experience an obstacle or hindrance, are torn apart by circumstance, etc.)
- Be able to identify subplots and parallel plots, understanding their relationship to the central plot and theme

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Provide example texts that have strong examples of characterization and different narrative styles
- Trace the development of plot and character using visual timelines with evidence cited (for example, use butcher paper to construct a plot line that runs across a wall or around the room, placing important events along the line and noting relationships among people and events, including cause and effect structures, if/then events, telling character developments, etc.
- Have students explore characterization by identifying the character traits they perceive in themselves and in their friends; ask them to provide evidence of these traits to support their claims (for example, "Donald is kind" may be supported by the fact that he helps his friends, shares his resources, volunteers at the animal shelter, etc.)

Sample Task for Integration:
This standard requires students not only to identify character traits but to identify how characters and narrators may have differing points of view and to understand how these differences are developed by the author. Using an appropriate text under consideration by the class, have students make a list of all the major characters in the narrative. Students should then assign a numerical value to each character according to his or her perceived importance to the text (i.e., is this a central and important character, or a minor character?). Taking the top 3-4 characters, have students discuss the relationship between them, noting that "it is fine" will not be and - in a good novel - cannot be the answer. What a boring book that would be! Have students identify points of agreement and points of conflict between and among the characters, discussing whether or not the book began with these conflicts or coalitions existed at the outside or whether they were developed over time. After this discussion, students should write a brief response of less than a page analyzing how the relationships among characters has propelled the action in the story.

Recommended Vocabulary for Teaching and Learning:

Protagonist	Antagonist	Foil	Static	Dynamic
Flat Character	Round Character	Plot	Action	Conflict
Narrator				

Grade 7 CCGPS
Reading Literary (RL)
ELACC7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film.

Skills/Concepts for Students:
- Make it a practice to watch films based on books you have enjoyed, or to read the original text from which a movie you enjoyed was derived; note the differences in the versions (characters made older or younger, setting or time period changed, parts of the story added or removed) and bring careful consideration to why you believe these changes were made
- Take advantage of and create opportunities to attend live dramatic performances if possible
- Look at scripts when they are available when comparing film to original text
- Become familiar with some of the rudimentary aspects of visual texts, such as camera angles and lighting, and consider how these impact the tone and mood of the text as it is presented visually
- Try making amateur videos or portions of texts you have read and examine the kinds of choices that go into bringing a story from a textual format to a visual format

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)
- Take students to see a film or staged production of a book they have read
- Allow students to produce a film or stage production of their own, examining how each literary element is translated into the new medium (for example, how can you convey a hot summer day on stage? How could lights, costumes, props, etc. create the effect?)
- Engage students in a discussion about the artistic merit of changes made within various versions of a text; what are some of the assumptions inherent in the changes (for example, if a subplot or character or scene has been left out of a stage or film version of a story)
- Provide a text of a movie script for visual and point-by-point comparison between texts if possible
- Spend some instructional time on some elements of visual texts and visual rhetoric (such as the use of color, light, angles)

Sample Task for Integration:
A project that allows students to explore technology, drama, and text while performing community service would be to have them create audio recordings of books to be provided to local residents who would enjoy them, for example hospital patients. Have each group explore ways to make their audio production enjoyable and engaging, including assigning the best actors to the best roles, rehearsing adequately, understanding and optimally employing their audio equipment, adding sound effects, and so on. Choose books of manageable length and allow adequate time for a complete reading (this may take afternoon tutorial time for several weeks). Alternatively, students may choose a short text for younger readers that can be completed quickly. Require students to write a reflection on their production experience at the conclusion of the project, focusing on the translation of literary elements into the audio format (you may want to provide a checklist: how mood conveyed? What kind of voice and inflection did you choose for each character and why? Did you have to abridge the text or add anything for clarity?)

Recommended Vocabulary for Teaching and Learning:

Script	Abridge	Visual Rhetoric	Drama	Cinema
Stage Direction	Dialogue	Pace	Multimedia	

	Grade 7 CCGPS
	Reading Literary (RL)
	ELACC7RL8: (Not applicable to literature)
	ELACC7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.

Skills/Concepts for Students:
- Work to construct background knowledge of historical and literary eras
- Apply knowledge of rhetorical strategies and bias in evaluating fictional and historical documents from the same period
- Understand and apply the concepts of allusion and allegory
- Generalize concepts of setting, plot, characterization, and other narrative elements and relate these elements to their real-world counterparts
- Purposefully choose texts from a variety of authors, geographical and cultural contexts, genres, and literary periods

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Expose students to literary works, especially historical fiction, that use realistic historical context as a setting
- Place a world map and world timeline on the walls of the classroom for reference
- Compare and contrast works from different authors and/or different viewpoints within a common historical context, especially narratives from radically different viewpoints (for example colonizer and colonized)
- Engage students in writing individual accounts of a common event and discuss the differences in those accounts

Sample Task for Integration:
The Civil War stands as a singular time in American history about which an abundance of historical documents exist alongside numerous fictional portrayals from various viewpoints (from vehemently anti-war to loyal Confederate or Union accounts of the glory or necessity of the war). The Red Badge of Courage, by Stephen Crane, accompanied by the poems of Walt Whitman and a variety of primary and secondary source documents provide a fascinating and insightful study of the Civil War era. Students can compare Crane's account of the war with Whitman's images from his poems, and with historical documents from the period. Students should be alert to the ways in which the authors make their personal views and biases about the politics of the day apparent within their writing.

Recommended Vocabulary for Teaching and Learning:

Historical Fiction	Primary Source	Secondary Source	Allusion	Allegory
Compare/Contrast	Annotation	Citation	Literary License	

	Grade 7 CCGPS
	Reading Literary (RL)
	ELACC7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:
- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation, note-taking
- Read within appropriate time frame for extended text
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)
- Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)

Strategies for Teachers:
- Choose texts of appropriate complexity (see Common Core appendix B)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion
- Include the work of Georgia authors as appropriate

Sample Task for Integration:
Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list may include poems, films, and works of art as well). Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating "book cards" that give plot, setting, characters, author, publication details, personal review and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates. Ideally by the end of the year each student has a reference library of notes on a number of books, useful for building overall literary expertise and breadth of knowledge of authors and titles and from which to draw recommendations for continued independent reading.

Recommended Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Plot	Setting	Character	Analysis
Annotation	Evidence	Inference	Summary	Prosody

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:
- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, historical periods, authors, perspectives, and subjects
- Exhibit knowledge of what "analysis" means as compared to summary, paraphrase, or argument from opinion (analysis is the positing of a thesis about a text based solely on an unbiased evaluation of the rhetorical elements, e.g., appeals to logic, emotion, or authority, parallelism, logical fallacies, diction)
- Produce evidence from the text for all claims and inferences, both in formal academic work and collaborative discussion
- Annotate texts as you read, both formally for analytical reference, and informally to cement comprehension
- Distinguish between evidence that strongly supports a claim or position, and details that may be irrelevant or extraneous

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion
- Model the necessity of providing evidence for claims in circumstances other than textual analysis, for example in making decisions about a class party or field trip
- Require annotation of texts both formally and informally, and institute a note-taking system such as Cornell notes (review and evaluate notes periodically)
- In Grade 7, require students not only to identify evidence to support a claim, but to identify which evidence is the strongest among a variety of choices
- Purposefully provide informational texts that challenge readers in various ways (technically, with domain-specific language, with unusual structure, etc.)
- Include the work of Georgia authors as appropriate

Sample Task for Integration:
Place students in pairs and provide them with samples of text whose language may be difficult to interpret (for example legal contracts, historical documents, scientific procedures). Use 2 or 3 texts for the whole class so that several pairs have identical texts. Allow students to attempt to make meaning of the text through repeated attentive readings, both quietly and aloud, through dictionaries or other resource documents, through group discussion, and through context (do not allow students to use the internet for this activity). Together students will produce a second document that is a reader-friendly paraphrase of the original. Place pairs together with other students who had the same original document so that they can compare their paraphrased interpretations and discuss areas of convergence/divergence in their translations. Allow the final "teams" to produce one document per group that represents their very best modified whole-group interpretation of the original document. These may be compared between classes.

Recommended Vocabulary for Teaching and Learning:

Informative/Expository	Fact	Non-Fiction	Strategy	Rhetoric
Annotation	Analysis	Summary	Explicit	Implicit
Annotation	Journal	Primary Source	Secondary Source	Journalism

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI2: 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.

Skills/Concepts for Students:
- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as "friendship" or "betrayal" (theme)
- Practice constructing objective summaries that are completely free of editorial bias (your opinion); this can be difficult to do, especially if you feel strongly about a subject
- Use your notes and annotations to physically sort connecting ideas from the text together
- Keep a record that can later be used to support your analysis of each piece of supporting evidence provided by the author for his or her claims

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Examine various organizational structures of academic and technical writing to identify central idea, for example in a scientific article the main idea will be identified and described in the abstract
- Have students construct "reverse graphic organizers" from technical texts (creating an outline from the final text, which will force them to identify topics, claims, and supporting evidence
- Purposefully choose a variety of informational texts that introduce and develop their main ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective for each unique purpose

Sample Task for Integration:
In pairs, have students examine an informational text under consideration in order to identify the structure used to convey ideas. Students will choose or be assigned a passage from the text that is 5-10 paragraphs long. Students will note items such as the topic of each paragraph, the progression of ideas, the connection between ideas, how many paragraphs tend to develop a single topic, how many discrete pieces of evidence or support for each topic sentence are included in a paragraph, and the type of diction (technical, figurative, colloquial, analogous, etc.). When students have completed their analyses, place the central ideas identified on chart paper, then narrow the list to determine how many truly central ideas can be identified within the text. The final step will be to construct a brief, written analysis of the author's strategies to be shared with the class. Students working on the same passages may be interested to compare results.

Recommended Vocabulary for Teaching and Learning:

Summary	Paraphrase	Bias	Editorial	Subjective
Objective	Central idea	Abstract	Introduction	Supporting
Extraneous	Objective	Subjective		

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Skills/Concepts for Students:
- Analyze and evaluate common textual features and organizational structures
- Include examination of author's purpose, intended audience, and possible biases when analyzing text
- Notice structure and connections/distinctions in everyday informational texts, and form opinions about the appropriateness of a given structure for a given purpose (for example, notice the logical connections between things like the placement of items within a grocery store, or the grouping of texts in a library)
- Practice a variety of communication strategies for conveying information (is an analogy more effective than a direct description for instance)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)
- Have students use multiple communications strategies for an informational process (for example anecdote, analogy, categorization)
- Use graphic organizers to illustrate connections and distinctions (such as Venn diagrams)
- Provide explicit instruction for this standard on technical text structures such as in-text citations, formal manuscript styles, glossaries, indexes, footnotes, running headers, etc.)

Sample Task for Integration:
Working with a text under consideration by the class, have students identify the culminating event, result, or message in the text (for example, in Al Gore's An Inconvenient Truth, the ultimate message is that disastrous climate change is being caused by human actions (you may or may not agree). In teams, have students work backward from the ultimate premise/conclusion of the text and find one line of reasoning (global warming is inevitable unless we change our ways because pollution causes global warming). From there find TWO reasons why we should believe that premise (study one on page four supports this premise and Jane Doe's speech on page three supports this premise). For those two reasons find 2 reasons or pieces of evidence EACH that support those claims (Jane Doe is a respected scientist from Harvard, Harvard is a respected university) and so on until you can go no further. Then find a second major premise and trace backward in a similar fashion. Try to trace at least 3 lines of reasoning. Finally, have students write a brief analysis identifying and explaining the connections and interactions they see within the facts or arguments presented in the text.

Recommended Vocabulary for Teaching and Learning:

Comparison	Analogy	Categories	Abstract	Body
Conclusion	In-text citation	Glossary	Index	Footnote
Similarity/Difference	Category			

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Skills/Concepts for Students:
- Analyze and evaluate the effect of sound, form, non-literal language such as idioms and figures of speech to aid in comprehension of complex informational text
- Analyze and evaluate how an author's use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts such as contracts or applications
- Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially academic and domain-specific vocabulary, such as context, roots and suffixes, and reference materials
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable
- Routinely practice summary and paraphrase of complex informational texts

Sample Task for Integration:
Have students watch a series of television advertisements and/or examine a variety of print advertisements. For each, students should identify the product or concept being sold, then list words and phrases used to describe the product or concept; for example, Flo in the Progressive Insurance ad describes the insurance as being "quick," "for every need," and "lowest price." The young lady in the ProActiv commercial describes the acne cream as "amazing," "miraculous." Have students evaluate whether each description was meant literally or figuratively, find the dictionary definition, and then make a list of connotations or figurative meanings. Finally allow students in groups to discuss what the commercial was attempting to say explicitly as well as what it was attempting to infer or imply. Have students write a brief analysis about the ways in which advertisements attempt to sway or influence buyers both overtly and covertly. An extension of this activity could include a study of logical fallacies such as bandwagon, glamour, false dilemma, appeal to authority, etc.

Recommended Vocabulary for Teaching and Learning:

Domain-Specific	Figurative	Connotation/Connotative	Denotation	Concrete
Literal	Idiom	Nuance	Analogy	Allusion
Diction	Tone	Root	Etymology	Simile
Metaphor	Personification	Hyperbole	Fallacy	Logic

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI5: 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.

Skills/Concepts for Students:
- Analyze and evaluate common textual features (e.g., paragraphs, topic sentences, introduction, conclusion, footnotes, index, bibliography)
- Analyze and evaluate common organizational structures (e.g. graphic organizers, logical order, cause and effect relationships, comparison and contrast)
- Review and apply knowledge of varying sentence structures, noting those that are most effective in a given text (beginning with a subordinate clause for example, or the effective placement of phrases and modifiers)
- Recognize the effective placement of topic sentences in informational documents
- Note the differences in structure for paragraphs that present evidence, provide a quote, share an anecdote, or include other types of support

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Provide students with opportunities to "reverse engineer" technical documents, creating outlines from finished texts, in order to make the underlying structure and strategies visible
- Identify particularly well-constructed paragraphs, specifically those that effectively support a claim, examine a counter-claim, or address some other very specific informational purpose
- Share effective examples of the integration of quotes within texts, the integration of in-text citations, the placement of anecdotal evidence, etc.
- Share effective student writing samples with annotations pointing out effective structure and support

Sample Task for Integration:
Students will examine the structure and organization of two disparate informational texts, for example a scientific report and a computer gaming manual, or a newspaper article and a complex recipe. Focusing on structural elements only, students will trace and compare the structures of the two texts, including organization, sentence constructions, paragraph constructions, length, narrative voice, etc. Students will produce an analysis citing specific textual evidence from both texts examining the differences in their structures, formats, and styles, and positing possible reasons for these differences (for example, a recipe needs to appear in logical or chronological order, while a newspaper article might begin in medias res or use cause/effect or some other strategy to engage readers).

Recommended Vocabulary for Teaching and Learning:

Topic sentence	Evidence	Support	Transition	Phrase
Clause	Introduction	Conclusion	Body Paragraph	Subordinate Clause
Independent Clause	Modifier	Fluency	Quote	Anecdote
Logical Order	Chronological Order	Compare/Contrast	Cause/Effect	Order of Importance

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Skills/Concepts for Students:
- Recognize and trace the development of an author's argument, point of view, or perspective in text
- Distinguish between Point of View as in narrative voice (first person, omniscient, etc.) and Point of View as in opinion or perspective
- Be alert for author bias both when it is overt and when it subtle; subtle bias is often expressed through diction ("she left the party" compared to "she fled the party")
- Understand and apply knowledge of exploration of counter-claims within an argument or opinion piece
- Practice summarizing works without editorial bias and be alert for unintended bias in your own work

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)
- Explore foundational background knowledge about topics in local, national, and world events to provide students with an understanding of some of the major debates and issues in current news
- Use advertisements, both print and televised, to identify and deconstruct author's point of view, bias, and treatment of counterclaims if any
- Use political essays and Op/Ed pieces from the local newspaper to examine author's point of view and purpose in an argument; use competing points of view on similar subjects to allow students to identify and examine how the author reveals or successfully refuses to reveal his or her stance on an issue
- Have the students engage in formal and informal debate
- Engage students in finding a bias or point of view when it is not explicitly stated but only inferred

Sample Task for Integration:
Have students perform close evaluations of news reporting from "left" and "right" leaning news agencies on the same topics. Students should take notes throughout several viewings, noting the types of images chosen to accompany the story (a flattering picture or a not-so-flattering picture?) They should note the diction used in the stories, especially descriptive diction. Allow students to brainstorm the types of things they can watch for that might indicate the journalists bias or point of view, for example which story leads and which is buried. Allow students to conduct a collaborative discussion about the elements they discovered that they believe reveal an author's bias or point of view and write a brief analysis describing how these strategies work on viewers (for example, a disturbing photograph might evoke pity or alarm, an unflattering picture might produce a negative reaction).

Recommended Vocabulary for Teaching and Learning:

Bias	Audience	Purpose	Point of View	Editorial
Spin	Political Platform	Party Affiliation	Journalism	Propaganda
Logical Fallacy	Counter-claim			

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Skills/Concepts for Students:
- Maintain and continue to build upon knowledge of and expertise in cutting edge media applications
- Acquire or review basic knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media for example)
- Take advantage of opportunities to watch film or stage adaptations of books you have read, or to read the books upon which plays or films were based
- Become a more sophisticated and analytical consumer of media, evaluating texts that you consume in all formats for their effectiveness
- Evaluate the ways in which elements of text translate to other media (for example the tone of voice a speaker uses to read various news stories depending on their seriousness, or the different clothing worn by news journalists as opposed to entertainment journalists)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, how are teenagers impacted by the visual images of perfect hair/teeth/bodies on movie and film stars and are they more likely to be impacted by a visual advertisement than a print advertisement
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

Sample Task for Integration:
Have students read the text of a famous speech from history that is also available in a quality film version (for example many of Abraham Lincoln's speeches have been depicted in film, some of Martin Luther King, Jr.'s speeches are available on film, various revolutionary war pieces are available depicting the founding fathers, etc.) Have student volunteers read the speeches aloud before the class while their audience writes a brief evaluation of the impact of the speech (a Likert scale may be employed for this purpose: "On a scale of 1-10, how interesting/exciting/disturbing, etc."). After 2 or 3 students have attempted a reading, allow students to view the professional or original version of the speech and allow them to fill out a second evaluation. Have students discuss the ways in which the delivery affected their perception of and interest in the subject matter. Students should attempt to quantify these differences in a brief written analysis. An extension to this activity can include students re-reading the speeches trying to use some of the technique of the professional speakers.

Recommended Vocabulary for Teaching and Learning:

Media/Medium	Digital	Film	Print	Journalism
Cyber	Multimodal	Multimedia	Embedded	Platform
Blog	Wiki	PowerPoint	Prezi	Film

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI8: 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.

Skills/Concepts for Students:
- Use information from a variety of consumer, workplace, and public documents (e.g., job applications, contracts, instructions) to explain a situation or decision or to solve a problem
- Apply knowledge of common organizational structures for arguments (cause and effect for example)
- Acquire or review knowledge of the types of logical fallacies commonly used in argument (see vocabulary below)
- Acquire or review knowledge of syllogisms, inductive reasoning and deductive reasoning
- Make it a practice to provide valid and logical evidence and support for all claims, formal or informal, and require the same from discourse with others

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts such as commercials or debates
- Require students to explore and understand the basic and most-frequently-used types of fallacy, identifying them in debates, ads, and other texts and practicing constructing them as well
- Require students to produce valid evidence for claims in all texts and discussion, both formal and informal

Sample Task for Integration:
As a way to evaluate arguments formally as well as to practice constructing valid arguments, have students organize, research, and conduct a formal academic debate abiding by all the rules of debate as outlined by the Oxford or Cambridge official formats for debate (for a more beginner-friendly site such as http://nd.edu/~sheridan/DebateElements.pdf). This will be a multi-step, academically rigorous process subject to very strict parameters regarding evidence, citations, and rules of engagement. Students may watch a film such as The Great Debaters or view video of a national high school or college championship to build background knowledge. Additionally, students may video their own debate performance and critique it.

Recommended Vocabulary for Teaching and Learning:

Claim	Reasoning	Evidence	Support	Valid
Logic	Logical Fallacy	Pathos	Logos	Ethos
Bandwagon	Hasty Generalization	Induction	Deduction	Syllogism
Debate	Premise	Rebuttal		

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.

Skills/Concepts for Students:
- Employ knowledge of organizational structures relevant to multiple or competing information or points of view (such as Similarities/Differences, Compare/Contrast, Cause/Effect)
- Read a wide variety of texts across genres, historical periods, styles, and points of view; but also ready a wide of variety of texts on single topics or current topics of debate in our country and in the world in order to make a considered assessment of alternative points of view
- Make it a practice to construct your own assessment of the validity of a claim or assertion without relying on the "experts" or even the newscasters or journalists, but relying instead on your own ability to identify fallacies and unsupported claims versus solid arguments
- Apply knowledge of logical fallacies and rhetorical strategies when comparing texts on the same topic

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)
- Make it a practice to provide texts supporting varying points of view on any given subject under consideration in the classroom
- Provide opportunities for students to adopt a position that is not their own position in a debate and argue it effectively in order to understand that the power of an argument does not always lie in the argument's validity but in the skill of the rhetoritician
- Share newspapers and magazine articles within the classroom regularly to foster discussions on current events and national and international affairs, bringing students' knowledge of bias to bear in examining these documents
- Examine historical documents that provide conflicting information on the same topic or event (such as primary source documents depicting unrest among colonists in America from the colonists point of view and from newspapers in England) to gain historical perspective on the concept

Sample Task for Integration:
Choose a topic from the history of a country under consideration in the 7th grade social studies curriculum (for example the partitioning of Africa in the late 1800's and early 1900's). Have students conduct an analysis of comparable excerpts from various texts, including primary and secondary source documents, expressing differing points of view. Try to include a broad variety of view points, including gender, social class, country of origin, etc. It might also be instructive to use modern texts that provide a more enlightened perspective on what was previously taken as historical "fact" or accepted wisdom. Students should write a response that includes not only the facts as seen through different eyes, but also the reasons why the student believes those facts were perceived differently or purposefully misconstrued.

Recommended Vocabulary for Teaching and Learning:

Compare/contrast	Spin	Bias	Venn Diagram	Interpretation
Conflict	Point of view	Validity	Rhetoric	

	Grade 7 CCGPS
	Reading Informational (RI)
	ELACC7RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:
- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation, note-taking
- Choose works from multiple genres, cultures, and historical periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced

Strategies for Teachers:
- Choose texts of appropriate complexity (see Common Core appendix B)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Task for Integration:
Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list should include varieties of engaging informational text to encourage the student to make choices from informational as well as literary genres).Encourage students to brainstorm about types of informational text they might enjoy, such as Motor Sports magazine, various high-interest documentary films, relevant memoirs, etc. Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts.

Recommended Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Argument	Rhetoric	Summary	Analysis
Annotation	Evidence	Inference	Citation	Journal
Memoir	Periodical	Biography	Autobiography	Literary non-fiction

	Grade 7 CCGPS
	Writing (W)
	ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Skills/Concepts for Students:
- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Employ knowledge of rhetorical strategies and structural strategies such as purposeful repetition
- Use sophisticated strategies for closure (such as a call to action) and avoid reiterating the points of your argument
- Use engaging strategies for introduction such as a powerful anecdotal story and avoid listing the points you will make in your argument
- Artfully employ the exploration of counterclaims and knowledge of audience bias in your arguments

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Include topics from current national and international issues of debate as well as historical issues for consideration to build general background knowledge
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Provide students with topics and texts from which to construct arguments that are relevant and provacative
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:
Writing impassioned arguments on issues of emotional weight is usually easier for students than constructing valid arguments on academic points. Allow students to strengthen their argument writing skills by providing prompts from the former category when possible. Students in grade 7 may be invested in topics such as the effect of media and gaming on young people, rights and responsibilities in the academic environment, animal rights, or the political correctness of fast food, to name just a few. Students have often been given opportunities to write extemporaneous arguments on these sorts of topics, but in this instance every point in the argument must be tied to a cited piece of textual evidence. Use this opportunity to explore and explain the differences between writing extemporaneous argument and preparing a researched argument with purposefully constructed rhetorical strategies. An extension to this activity could include assigning teams of students to write arguments on the same topic with opposing points of view and then present the papers, having the class determine which argument was strongest.

Recommended Vocabulary for Teaching and Learning:

Argument	Claim	Evidence	Credible	Valid
Fallacy	Counterclaim	Phrase	Clause	Transition
Formal Style (APA, MLA)	Introduction	Body	Conclusion	Rhetoric

	Grade 7 CCGPS
	Writing (W)
	ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Skills/Concepts for Students:
- Acquire knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence, especially transitional sentences beginning with subordinate clauses
- Exclude extraneous, irrelevant, or overly trivial information
- Cite appropriately and avoid plagiarism
- Effectively employ your knowledge of technology to enhance your assembly of information, charts, graphs, maps, or other aids
- Learn interesting strategies for closure (such as a call to action) and avoid restating what you have just said in your essay
- Learn interesting strategies for introduction such as a story illustrating your point and avoid listing the facts you will cover in your essay
- Exclude personal opinions and biases from your informative/explanatory writing

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Expose students to a variety of informational writing, including quality journalism, contracts, and instructions
- Require all steps of the writing process when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:
To allow students to practice producing informational writing that is completely free of their personal opinions (a skill that receives increasing focus in CCGPS throughout the grades), have students practice informative and explanatory writing on a polarized subject (such as the best presidential candidate, unemployment benefits, etc. It is natural to assume that 7th graders may not know much about these topics, but in fact most children absorb much more than we think of the ambient opinions in their environments). . Reporting the elements of an emotionally-charged topic without engaging in the emotionalism can put into sharp focus the skill of unbiased reportage of facts. Students can engage in a peer review process that focuses on the search for bias within the papers, which can itself provide many teachable moments regarding the identification of subtle biases in writing.

Recommended Vocabulary for Teaching and Learning:

Informative	Expository	Explanatory	Topic	Relevant
Connotation	Graphics	Multimedia	Extraneous	Transition
Relationship	Domain-specific	Formal Style (APA, MLA)	Denotation	Extraneous
Format	Concrete	Literal	Citation	Annotation

	Grade 7 CCGPS
	Writing (W)
	ELACC7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Skills/Concepts for Students:
- Develop a clear, coherent text that tells a story or develops an idea
- Show awareness of audience and purpose
- Understand the elements of plot and the ways in which conflict drives plot action
- Establish and develop a plot, setting, point of view, narrative voice, and style
- Choose details carefully, employing knowledge of literary elements such as diction, syntax, and figurative language
- Develop characters effectively exhibiting knowledge of characterization, traits, and types (such as static and dynamic)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Encourage students to emulate the style and voice of their favorite writers on occasion to scaffold their developing abilities and try on various personas in their writing
- Explore ways to tie narrative writing to texts under consideration by the class (such as extending a story past its end point, creating an alternate ending or character, responding to literature informally, etc.)
- Include poetry writing in creative writing explorations including free verse and structured verse using specific meter
- Include narrative writing in routine writing whenever possible

Sample Task for Integration:
Using a literary text under consideration by the class, allow students to become "pen pals" with a character in the book. Each student will choose a character with whom they wish to correspond, and will also choose or be assigned a character for whom they will write responses. This activity allows great creative license to the students while also requiring them to make informed predictions about the action in the novel and considered decisions about the character traits of the characters with whom they interact. For example, if the class if reading Roll of Thunder, Hear My Cry, by Mildred Taylor a student might write letters to Mr. Jamison, but respond to another student in the character of Cassie's father, or Cassie. Assigning students disparate characters, both major and minor, to interact with will provide interesting, creative narrative possibilities while building a deep understanding of plot, setting, characters, conflicts, and historical context.

Recommended Vocabulary for Teaching and Learning:

Plot	Setting	Characterization	Static	Dynamic
Plot Structure	Sensory Detail	Diction	Syntax	Imagery
Figurative Language	Pacing	Dialogue	Flashback	Foreshadowing

	Grade 7 CCGPS
	Writing (W)
	ELACC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Skills/Concepts for Students:
- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout
- Use a formal academic style as recommended
- Cite appropriately and avoid plagiarism
- Use traditional structures for conveying information
- Employ appropriate vocabulary, whether that is domain-specific, academic, colloquial, or informal
- Exhibit knowledge of literary and rhetorical elements as appropriate in your writing

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time when possible
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Task for Integration:
To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, dividing tasks, and setting goals for the project.

Recommended Vocabulary for Teaching and Learning:

Organizational Structure	Transition	Context	Audience	Purpose
Prewriting	Drafting	Editing	Publishing	Focus
Academic Style (MLA, APA)	Domain-Specific	Co-writing	Genre	Format

	Grade 7 CCGPS
	Writing (W)
	ELACC7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)

Skills/Concepts for Students:
- Practice using multiple steps in your writing as often as possible, with special focus on the evolution of your piece between the first and second drafts
- Emulate the styles of writers you admire in order to broaden your scope and skill set
- Note the admonition in standard W5 to "try a new approach," and be aware that sometimes it is best to make a new start when editing is not yielding the desired results
- Review and maintain your knowledge of the basic grammatical, spelling, capitalization, and punctuation rules of standard English; sometimes these can be come rusty as a student progresses past the elementary grades

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Use multiple strategies to engage students in revising and perfecting their writing, including individual conferencing, peer editing, virtual editing (using software designed for that purpose or using simple tools like MicroSoft Word tools for word count and sentence structure)
- Consider implementing a "most improved" designation on occasion, awarding a paper that shows the most improvement between drafts
- In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check in when editing (for example checking sentences for varied fluency)

Sample Task for Integration:
Put students into fairly large groups (4-6) and have them work effectively together to produce a peer review worksheet. Explain that this worksheet should represent the very best ideas of the entire group concerning what specific elements in a text should be reviewed and what kinds of feedback are most useful. When the groups have produced their peer review worksheets, project them for whole-class viewing. Conduct a comparison of the worksheets keeping the best elements of each and adding any necessary elements to create a comprehensive and effective worksheet/template for class use. Items to note may include the inefficiency of "yes/no" questions such as "Did the student adequately support his claim?" Make sure all questions/check points require a text-based response by the reviewer (so instead the question might read, "note three pieces of evidence from the text cited by the student in support of his claim").

Recommended Vocabulary for Teaching and Learning:

Writing Process	Development	Strategy	Fluency	Diction
Organization	Planning	Revising	Editing	Drafting
Peer	Grammar	Conventions	Brainstorm	

	Grade 7 CCGPS
	Writing (W)
	ELACC7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Skills/Concepts for Students:
- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Cite appropriately and avoid plagiarism
- Publish your work both to your classmates and digitally to the general public on a variety of platforms
- Peruse the sites for other classes and students across the country to see the writing of others

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Incorporate digital media into the classroom at every opportunity including maintaining a class website if possible
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies whenever possible
- Learn from your students, the digital natives, about emerging technologies
- Share student work beyond the borders of the classroom whenever possible and appropriate

Sample Task for Integration:
Arrange an "academic conference" to be held by the class on a topic/text on which students have previously written (perhaps you have studied the political process, global warming, the mapping of the human genome, etc.). Create a schedule for your conference, including your plenary speaker, a time for refreshments, breakout discussion groups, etc. Within this academic conference (which will be valuable for modeling to students what such a thing looks and feels like) students - either individually or in teams - will present on a topic working from a previously written paper. The paper should be delivered with an audience handout in a format such as Prezi, PowerPoint, I-Movie, etc. Consider inviting interested parties from your school to participate in the conference (invite speakers from the science department for example). Students will be challenged to find the best way(s) in which to translate their texts into audience-friendly formats using technology.

Recommended Vocabulary for Teaching and Learning:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Promethean/Smart board	Programming language	Publish	Blog

	Grade 7 CCGPS
	Writing (W)
	ELACC7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Skills/Concepts for Students:
- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Cite appropriately and avoid plagiarism
- Apply knowledge of informational texts and other content areas (such as how to generate an arguable thesis or scientific hypothesis) when constructing self-generated topics for inquiry
- Use appropriate parameters of focus in inquiries (neither too broad nor too narrow for adequate inquiry)

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide a balanced mix of assigned and self-generated avenues for research inquiry
- Require formal manuscript style in construction and citation of research as appropriate
- Include a wide variety of very brief, limited inquiries, having students digress to conduct a mini-research project when a question arises naturally from a text under consideration by the class
- Model and encourage students to make connections between seemingly unrelated topics and to generate ideas for extensions

Sample Task for Integration:
In the context of a study of texts on the topic or theme of life experience or coming of age, allow students to brainstorm a list of Big Questions from Little Children (for example: Why is the sky blue? Where did Santa Claus come from? What are dreams?) Allow students to have fun thinking of these kinds of inquiries we all come up with when we are little, or that we hear from our young relatives. An extension of this activity could be to actually interview kindergarteners from a neighboring school to acquire a list of questions. Students will then create a non-fiction story book for youngsters answering some of these questions in a factual but fun and audience-appropriate way. Students will conduct the necessary research (with appropriate citations, avoiding plagiarism) to write engaging text answering the children's questions. The final product may be compiled through a photocopied "book" or on a digital platform for children to enjoy.

Recommended Vocabulary for Teaching and Learning:

Research	Inquiry	Focused question	Source	Citation
Annotation	Archive	Access	Platform	Thesis
Hypothesis	Manuscript style (APA, MLA)	Navigate	Website	Valid
Reliable	Investigation	Digital		

	Grade 7 CCGPS
	Writing (W)
	ELACC7W8: 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.

Skills/Concepts for Students:
- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Cite appropriately and avoid plagiarism
- Accurately summarize without bias
- Annotate formally and informally
- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Incorporate technology into the classroom whenever possible, keeping up with trends in gathering and sharing information
- Partner with your media center faculty to scaffold and reinforce fundamental citation skills, reinforce the seriousness of plagiarism and the accepted rules for gathering and sharing academic information in the public domain
- Require formal annotations when appropriate
- Provide opportunities for students to practice the basics of writing citations in an accepted manuscript style without the aid of a citation generator
- Review the basics of writing and integrating quotations effectively

Sample Task for Integration:
Provide a list of several websites/digital resources for students to evaluate. Plant several sources on the list that are known to be unreliable (these may have varying levels of obviousness/subtlety in their unreliability). Before exploring the cites, have students brainstorm together to create a rubric by which to evaluate a website, coming up with their own ideas about what constitutes a reliable and valid source before you provide them with conventional wisdom and academic rules on the subject. Allow them to examine how closely their own ideas about reliability match the "accepted rules." When evaluating the sources, students should assign a grade for reliability between 1 and 10, supporting their assessment with evidence. In pairs or small groups, have students create public service announcement or brochure that concisely advises other students on the effective and legal use of internet resources.

Recommended Vocabulary for Teaching and Learning

Print Source	Digital Source	Summarize	Paraphrase	Plagiarism
Citation	Annotation	Platform	Website	Portal
Navigation	Integration	Synthesis	Chicago Style	Turabian Style

	Grade 7 CCGPS
	Writing (W)
	ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Skills/Concepts for Students:
- Acquire or review knowledge of literary elements such as diction, syntax, tone, imagery, and figurative language, incorporating warranted commentary on how and why the author employs specific strategies to achieve desired effects
- Acquire knowledge of rhetorical strategies such as providing evidence for claims, employing pathos, logos, or ethos, using logical fallacies, and organizational ploys such as parallel structure, incorporating warranted commentary on how and why and author employs specific strategies to achieve desired effects
- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader when producing analysis of literary elements or rhetorical strategies in essay form
- Maintain a focus on audience and purpose throughout

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W9 (see above)
- Follow suggested curriculum guidelines for the production of text-based analysis essays with both an argumentative and an informational focus
- Encourage students to focus on *how* an author uses a strategy or literary element, or *why* he or she chooses one approach over another in a given context; analysis essays should never focus on the lowest cognitive level of *what* the text was about
- Require students to create formal annotations and citations at least occasionally
- Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence (for example, "Jane Eyre was a brave and headstrong girl" cannot stand without specific evidence to prove both points)

Sample Task for Integration:
Following the completion of a novel study, have the students undertake the reading of a complementary text independently (for example following an in-class reading of I Am the Cheese, by Robert Cormier, have students independently read The Outsiders, by S. E. Hinton, both of which deal with boys coming of age under difficult circumstances and without reliable adult support). Have the students conduct an in-depth comparison and contrast of the novels and their unique treatments of similar themes. Using specific evidence from the texts students will write about elements such as the narrative point of view, the novel's organizational structure, characterization, plot, and setting.

Recommended Vocabulary for Teaching and Learning:

Literary	Informational	Summary	Paraphrase	Analysis
Rhetoric	Diction	Syntax	Tone	Imagery
Figurative language	Delineate	Evaluate	Rhetoric	Claim

	Grade 7 CCGPS
	Writing (W)
	ELACC7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Skills/Concepts for Students:
- Maintain a routine writing practice, both within the classroom and independently
- Read and study writers whose styles you enjoy and admire
- Acquire and maintain adequate keyboarding skills to write effectively within given time frames
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Maintain a portfolio of your written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

Strategies for Teachers:
- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits
- Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research

Sample Task for Integration:
See sample tasks provided for ELACC7W1 through ELACC7W9 for suggestions on implementation of routine, research, and analysis writing in grade7.

Recommended Vocabulary for Teaching and Learning:

Diction	Syntax	Style	Voice	Figurative language
Denotation	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	Conventions

	Grade 7 CCGPS
	Speaking and Listening (SL)
	ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

Skills/Concepts for Students:
- Actively engage in collaborative discussions within your classroom, bringing a mature disposition and appropriate academic demeanor to both listening to others and sharing your own comments
- Shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes if necessary to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Apply knowledge of bias and unsupported arguments or claims when evaluating information from others, and bring the same level of rigor to your own discourse (support your claims, avoid logical fallacies)
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element a of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a "rituals and routines" for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

Sample Task for Integration:
In order to build the students' ability to collaborate, brainstorm, and effectively plan, have students produce an Ezine related to topics or texts under consideration by the class throughout the year. Many platforms are available online to facilitate the technical side of Ezine creation, for example Zebra Moon at: http://www.zmoon.com/articles/newsletter12.shtml . (Following the directions to establish the site would make a great informational reading exercise). One idea for an Ezine would be a magazine of literary criticism, affording the class an opportunity to address reading standards RL9 and RI9, but the magazine could be on any relevant, text-connected topic. The students will need to work together to set goals, divide responsibilities, produce and edit content, and publish.

Recommended Vocabulary for Teaching and Learning:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative

	Grade 7 CCGPS
	Speaking and Listening (SL)
	ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Skills/Concepts for Students:
- Maintain and continue to build upon knowledge of and expertise in cutting edge media applications
- Acquire or review basic knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media for example)
- Be a careful consumer of many kinds of media so that you can begin to be an effective critic and user of all types of platforms for communication
- When reading for pleasure, listen to audio versions of the text; these can be entertaining, can help you model prosody in your own reading voice, and can help expose you to more texts than you might be able to read ordinarily
- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Employ knowledge of rhetorical strategies

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, how are teenagers impacted by the visual images of perfect hair/teeth/bodies on movie and film stars and are they more likely to be impacted by a visual advertisement than a print advertisement
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

Sample Task for Integration:
Provide a station activity where multiple representations of a single text are available (choose the same significant passage for each station so that students can make an effective comparison). Hundreds of significant literary text choices appropriate for 7th grade are available in written text, audio book, and film. Many others would be available in these three modes as well as in a stage adaptation (of which a film may be available), an abridged and illustrated children's storybook version, a cartoon version, etc., for example, Charles Dicken's A Christmas Carol. Students can brainstorm beforehand to identify some of the elements they will examine in comparing the iterations of the original text to the original. Students will write a brief analysis discussing the differences in the versions of the text and the reasons for the differences.

Recommended Vocabulary for Teaching and Learning:

Media	Format	Analysis	Evidence	Platform
Diverse	Digital	Film	Print	Qualitative
Quantitative	Literal	Figurative	Aesthetic	

	Grade 7 CCGPS
	Speaking and Listening (SL)
	ELACC7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Skills/Concepts for Students:
- Apply knowledge about logic and evidence when evaluating a speaker's claims
- Address speaker bias and counter-claims when evaluating a speaker's argument
- Understand and effectively analyze a speaker's use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Consider the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Strategies for Teachers:
- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse

Sample Task for Integration:
In small groups, have students create a presentation or speech on an agreed-upon topic related to a text under consideration by the class. Confidentially, each group will be assigned a specific quality or element to include in their presentation it will be up to other students to recognize and identify. For example, group one may put a completely unsupported claim in their presentation, while another may use an egregious bandwagon appeal, or another use an extreme example of pathos or ethos. Students may gear their presentation toward the wrong audience (for example their presentation could be geared towards small children with cartoon pictures and overly simplistic language). The students will be provided with a rubric that requires them to find the specific elements to assist them in identifying how each presentation fails to meet the standard. The rubric will have a commentary section where students will share their reflections, citing specific items from presentations that were instructive for them.

Recommended Vocabulary for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Visual Rhetoric	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author's purpose	Audience

	Grade 7 CCGPS
	Speaking and Listening (SL)
	ELACC7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Skills/Concepts for Students:
- Work consistently towards becoming comfortable presenting to your peers and to adults; public speaking is at least a little intimidating for almost everyone, and taking advantage of multiple opportunities to practice public presentation is the best way to become better at it
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Employ academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument
- Adapt speech as necessary for formal and informal presentations

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting at an academic conference, a rally or school event, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others
- Vary presentation requirements to include a variety of circumstances (small group, large group, with podium and mic and without, in the classroom, in an auditorium, at a round table discussion, with technology, without technology, etc.)

Sample Task for Integration:
Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges:
http://stoaca.org/main/sites/default/files/StoaTPRules.pdf.) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a major scientific question of our day, considering and annotating multiple appropriate texts. Allow students an allotted amount of time to prepare for the debate. Student arguments must be supported by citable evidence. A group of students, teachers, administrators, or guests may be invited to act as judges for the event if desired. College debate teams are often eager to act as guest lecturers, mentors, and judges.

Recommended Vocabulary for Teaching and Learning:

Pacing	Fluency	Diction	Eye Contact	Presence
Poise	Confidence	Coherence	Validity	Inflection
Evidence	Logic			

	Grade 7 CCGPS
	Speaking and Listening (SL)
	ELACC7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Skills/Concepts for Students:
- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Bring to bear knowledge acquired from other standards regarding supporting claims with evidence, and integration/synthesis of evidence into a coherent claim

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5 (see above)
- Require various kinds of complementary texts within assignments (PowerPoint, Prezi, posters, videos, etc.) to ensure that students do not become overly dependent on a single platform or medium (such as PowerPoint)
- Develop meaningful rubrics that include appropriate domain-specific language for technology to assess the visual portion of a presentation (and to make clear the requirements and parameters for same)
- Students find it much easier to present some kind of visual than they do to make that visual meaningful - specifically to ensure that the visual display actually clarifies information or strengthens claims - therefore it may be useful to specify in some assignments what focus the visual display should take

Sample Task for Integration:
In order to support students' continuing development in software literacy, require charts and/or graphs to be produced by the student through from original data through Excel or another spreadsheet or statistical software product. In the context of a research project related to a text under consideration by the class, have students compile the findings of their research statistically using software. From their data, they will generate the most appropriate graphic to convey the essence of the information (pie chart, line graph, etc.). Students should be cognizant of all aspects of the visual, including clarity, font, color, increments of measurement, etc. The visual should be assessed not only on its own quality and validity, but also on the quality of its conveyance to an audience through oral presentation.

Recommended Vocabulary for Teaching and Learning:

Integration	Multimedia	Claim	Evidence	Digital
Skype	Prezi	Multimodal	Promethean/Smart Board	Podcast
Website	Wiki	Skype	Prezi	Flipchart

Grade 7 CCGPS
Speaking and Listening (SL)
ELACC7SL6: **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)**

Skills/Concepts for Students:
- Acquire and review knowledge of the types of language used in informal situations, including dialectic, colloquial, or idiomatic language
- When in doubt, use a more formal, academic tone
- Exhibit knowledge of the foundations of grammar, consistently using correct noun/verb agreement, providing correct antecedents for pronouns, and placing modifiers correctly
- Proactively seek out opportunities to speak in informal situations as well as more formal situations, including leading a class discussion or telling a story to a younger sibling

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Expose students to a wide variety of variations on speech in context, such as stories written in dialect, or figurative or idiomatic language from various cultures
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the CCGPS' "Language Progressive Skills Chart" which delineates the course of instruction for common grammar and conventions principles

Sample Task for Integration:
Invite a storyteller to visit your class, or have the students listen to professional storytellers through any of numerous websites such as StoryTeller.Net: http://www.storyteller.net/stories/audio . Choose stories that are told with original culturally-relevant terms (such as Native American or African tales) and in different accents and dialects. When text is available, compare and contrast a story and its impact when it is read by a student or teacher and when it is read by the storyteller in the appropriate dialect and with the proper inflections and pronunciations. Have students engage in a collaborative discussion about the impact of the speaker's interpretation and the author's use of irregular diction on the enjoyment of the text. Texts used for this purpose need not all be low-lexile choices - many sophisticated novels are rich in culturally-specific dialect, including To Kill A Mockingbird, The Color Purple, The Glass Menagerie, and Their Eyes Were Watching God to name a very few. An extension of this activity can include having students rewrite a passage from a current text in their own cultural dialect or accent.

Recommended Vocabulary for Teaching and Learning:

Context	Dialect	Colloquial	Idiom/idiomatic	Code-Switching
Grammatical	Adapt	Dialogue	Formal English	Standard English

	Grade 7 CCGPS
	Language (L)
	ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* *Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.*

Skills/Concepts for Students:
- Consistently review and maintain the knowledge of grammar and conventions you have learned up until grade 7
- Demonstrate knowledge of the elements of a phrase (a collection of words that works together and does not contain both a subject and a verb) versus the elements of a clause (a construction with both a subject
- and a verb which may or may not be a sentence - an independent clause is a sentence, a dependent clause is not; dependent clauses have subordinating conjunctions in them that make them incomplete; therefore "I like hamburgers" is an independent clause; "Because I like hamburgers," is a dependent clause)
- Be aware of the need for variety in your sentence construction, employing your knowledge of phrases and clauses to use compound, complex, and compound/complex sentences regularly
- Remember the simple rule of placing modifiers, such as adverbs and adjectives and phrases constructed with adverbs and adjectives, as close as possible to the word they modify, so that you avoid sentences like "Abraham Lincoln wrote the Gettysburg address while traveling from Washington to Gettysburg on the back of an envelope"

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Consider diagramming sentences to enforce skills and concepts such as the parts of speech, phrases and clauses, etc.
- Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade
- Point out examples within texts under consideration of grammatical concepts focused on in your grade's standards
- As necessary, provide focused instruction on concepts that may be new to students, such as subjunctive mood or shifts in verb aspect
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level

Sample Task for Integration:
Make students aware of the grammatical focus for your grade level as you undertake attentive reading of an extended or short text. Create a chart where students receive points for each instance they are able to identify (when reading in class) of a grammatical concept of focus in grade 7, such as phrases, clauses, sentence types, coordinate adjectives, and misplaced modifiers. As items are identified they can be discussed within that "teachable moment," and students who spot the items will not only become adept at recognizing the construction, but will become engaged in the hunt through the competition and possible rewards, such as a homework pass.

Recommended Vocabulary for Teaching and Learning:

Standard English	Conventions	Mechanics	Grammar	Phrase
Clause	Dependent	Independent	Compound	Complex
Compound-complex	Dangling modifier	Misplaced modifier		

	Grade 7 CCGPS
	Language (L)
	ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.

Skills/Concepts for Students:
- Review and maintain familiarity with rules and patterns of spelling in standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Understand and apply the rules of spelling, capitalization, and comma usage
- In typing and when writing long hand, bring a mature, high-school level consideration to the neatness and legibility of your work

Strategies for Teachers:
- Consult the CCGPS' "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on grade-level concepts such as comma usage and modifier placement, always in connection to a text under consideration (never in isolation)
- Insist upon legibility in student work
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas

Sample Task for Integration:
Have students choose one piece of previously-graded writing from their portfolio. Students will exchange these papers with a partner who will grade that paper on capitalization, punctuation, and spelling ONLY. A guidance sheet listing specific items to check may be provided to scaffold this exercise. Students will check for comma usage, capitalization, and spelling, taking off 5 points for every error. Normally, a paper with great content may have several grammar and conventions errors and still be an "A" paper. Within these parameters, we are able to examine a paper on conventions alone, allowing a student to get a snapshot of his or her performance in that category alone.

Recommended Vocabulary for Teaching and Learning:

Conventions	Standard	Non-standard	Capitalization	Punctuation
Legible	Comma	Omission	Grammar	Conventions

	Grade 7 CCGPS
	Language (L)
	ELACC7L3: 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.*

Skills/Concepts for Students:
- Review and maintain foundational knowledge of grammatical concepts, such as parts of speech and parts of a sentence
- Apply knowledge of literal and figurative language and the denotations and connotations of words when choosing diction in speaking and writing
- Be alert for the overuse of words such as any, all, always, never, very, etc. (most style manuals and writers websites provide lists of over-used words to which you may refer)
- Remember that less is more in your writing; use adequate descriptions and explanations, but avoid flowery language and wordy explanations; be concise

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Provide examples of text with strong fluency (sentence variety)
- Provide explicit instruction with examples of essays that err on the side of too much language as well as those that err on the side of too little (students at this level tend to think that more is always better)
- Humor is a great tool for illustrating the concept of misplaced modifiers ("Two Sisters Reunited After 18 Years in Checkout Counter")
- Be sure to consult the Language Progressive Skills Chart within the CCGPS to identify grammar and mechanical skills to be continued in grade 7

Sample Task for Integration:
Have students choose one or more essays from their portfolio (essays must be available in an electronic format) for review with an eye to word choice. Students may evaluate their language choices in a number of different ways. One way is to perform a word count - allow students to compare their essays to those of their peers for average length. Have students run their text through a lexile calculator (http://www.lexile.com/analyzer/) to determine the average sophistication level of their vocabulary choices. Most word processing programs will identify and count words that appear multiple times, allowing students to identify instances where they do things such as begin too many sentences with "I." Provide a worksheet on which students can perform a qualitative and quantitative analysis of their writing. Students will compile a list of targeted areas for improvement that will be attached to the writing portfolio for reference.

Recommended Vocabulary for Teaching and Learning:

Language	Conventions	Diction	Grammar	Mechanics
Redundancy	Wordiness	Concise	Precise	

	Grade 7 CCGPS
	Language (L)
	ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Skills/Concepts for Students:
- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions; these tools will not always be at hand in testing, interviewing, or speaking situations
- Always use your own resources (text, context, roots, word patterns) to determine meaning, or at least make an educated guess, before consulting reference materials in order to keep these skills sharp
- Proactively and independently continue to build your own vocabulary

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Encourage students to use their own resources to make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices.
- Review the construction of dictionary entries to ensure that students understand each part

Sample Task for Integration:
Have students keep a log book of all unfamiliar words encountered, both within texts and in academic and technical contexts (for example literary and rhetorical terms). Terms gleaned from texts should be logged with text reference of text, author, title, and page. Encourage students to maintain this book beyond the school year, logging words they particularly like or are intrigued by. Incentives for well-kept logs could include their allowance as reference when testing or writing, or during a spelling bee.

Recommended Vocabulary for Teaching and Learning:

Definition	Context	Thesaurus	Dictionary	Noun
Verb	Adverb	Adjective	Interjection	Conjunction
Pronoun	Article	Word Pattern	Greek root	Latin Root
Pronunciation	Etymology	Context	Inference	

	Grade 7 CCGPS
	Language (L)
	ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Skills/Concepts for Students:
- Identify and analyze the effects within texts of various types of figurative language (metaphor, simile, personification, hyperbole, idioms)
- Understand the impact on text of literary elements such as imagery, diction, syntax, sensory detail
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)
- Consider the connotations of various words when determining the author's purpose in employing specific diction

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Task for Integration:
After discussing the concept of allusion by using anecdotal examples (such as "You've really opened a Pandora's box with that question!" or "Her voice was a Siren's song"), provide students an essay that contains overt and easy to identify allusions as a short literary text for consideration, such as Gary Soto's The Pie, In this autobiographical essay a very young Soto is tempted by a delicious desert in a shop window and eventually steals it, experiencing plenty of guilt and anguish after it is eaten. The motif of the story is the temptation by the apple (apple pie) which extends throughout the story with multiple indirect references to the story of Eve's temptation in the Garden of Eden. Multiple good examples can also be found in Shakespeare (allusions to Homer, Greek myth, and the Bible among others). This is a difficult task that may require significant scaffolding; however, with guidance this importance concept can be firmly grasped. After sufficient discussion and support, have students write a brief analysis of the author's use of allusion in the text and it's intended effect on the reader.

Recommended Vocabulary for Teaching and Learning:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Mythological
Juxtaposition	Allusion	Synonym	Antonym	Analogy

	Grade 7 CCGPS
	Language (L)
	ELACC7L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Skills/Concepts for Students:
- Be independent and proactive in the acquisition of new vocabulary
- Acquire or review foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Understand and apply knowledge of the concepts of literal and figurative meaning
- Differentiate between situations that require formal diction and those that do not
- Examine author's purpose in word choice and be aware of your own purpose when choosing language
- Analyze the cumulative effect of diction on a text

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Task for Integration:
See sample tasks provided for ELACC9-10L1 through ELACC9-10L5 for suggestions on implementation strategies to acquire new vocabulary, determine meaning, and make effective language choices

Recommended Vocabulary for Teaching and Learning:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Cumulative	Author's purpose	Domain-specific
Comprehension	Expression			

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h.** Use coordinating and subordinating conjunctions. **ELACC5L1e.** Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught