

Utah Core Essential Elements and Range of Complexity Examples for English Language Arts

Seventh Grade

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COMMON CORE ESSENTIAL ELEMENTS AND COMPLEXITY EXAMPLES FOR SEVENTH GRADE

Seventh Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Key Ideas and Details</p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERL.7.1. Cite text to draw inferences from stories and poems.</p>	<p>Students will:</p> <p>EERL.7.1. Cite textual evidence to determine what is inferred versus what is explicit. Ex. Cite explicit information (<i>It rained for three days</i>) and details that support the inference that there will be flooding (e.g., <i>The river was high. The people in town were hauling sandbags</i>).</p> <p>Students will:</p> <p>EERL.7.1. Cite text to draw inferences from stories and poems. Ex. Point to, underline, or highlight the text used when drawing a simple inference about a short passage (e.g., the inference that the man was sorry he did it is supported by the details in the text that say he couldn't sleep, he decided to apologize, and he knew he'd never do it again). Ex. Draw a simple inference from a specific text in a passage (e.g., <i>bad boy</i>).</p> <p>Students will:</p> <p>EERL.7.1. Cite text to support what the text says explicitly. Ex. Select the details from an array of choices that relate to an explicit point about the text. Ex. Point to, highlight, or otherwise indicate details in the text in the story that support what the text says explicitly.</p> <p>Students will:</p> <p>EERL.7.1. Identify details in the text or pictures that provide the answer to an explicit question about a familiar text. Ex. Identify a detail from a picture or illustration that answers a simple <i>what</i> question about a familiar text using partner-assisted scanning or eye</p>

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		<p>gaze.</p> <p>Ex. Given a list of details from the story, identify a detail that provides the answer to a simple <i>who</i> question about a familiar text.</p> <p>Ex. Given a familiar text projected on an interactive whiteboard, highlight the detail that provides the answer to a simple question.</p>
<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>EERL.7.2. Determine the theme or central idea of a text and identify the details that relate to it.</p>	<p>Students will: EERL.7.2. Determine the relationships of the central idea to the details of a story. Ex. Given a list of details from a story, identify those that do and do not relate to the central idea. Ex. Choose a title from three options that best reflects the central idea.</p> <p>Students will: EERL.7.2. Determine the theme or central idea of a text and identify the details that relate to it. Ex. Given a selection of details from a story provided in a graphic organizer, choose the central idea from provided options, and eliminate the details that do not relate to it. Ex. Given a text projected on an interactive whiteboard, identify the central idea of the text and highlight the details that relate to the central idea.</p> <p>Students will: EERL.7.2. Identify the central idea of a text. Ex. Identify the central idea of a text from an array of choices.</p> <p>Ex. Given a graphic organizer displaying the important elements of a story, identify the central idea.</p> <p>Students will: EERL.7.2. Identify details from a text.</p>

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		<p>Ex. Given a list of details (text and/or picture-based), sort them into those that relate to a familiar story and those that do not.</p> <p>Ex. Given an illustration from a text, point to the aspects of the illustration that reflect details from the text.</p>
<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>EERL.7.3. Recognize the relationship of two story elements.</p>	<p>Students will: EERL.7.3. Recognize how events, settings, or other story elements influence the outcome of a story or drama. Ex. Explain how two or more events influence the outcome (e.g., In <i>Hatchet</i> by Gary Paulson, how does the plane crash and the death of the pilot affect how the boy finds his way home?). Ex. Given a list of events in a drama, identify those that had the greatest impact on the outcome.</p> <p>Students will: EERL.7.3. Recognize the relationship of two story elements. Ex. Recognize how the setting changes with the events in a story. Ex. Recognize which characters are a part of which events in a drama. Ex. Given the setting (e.g., park), tell or select from choices what the character was doing in that place (e.g., playing).</p> <p>Students will: EERL.7.3. Recognize two elements of a story. Ex. Recognize the characters and the setting of a story. Ex. Recognize the events and setting of a drama.</p> <p>Students will: EERL.7.3. Identify one element of a story. Ex. Point to a picture of the setting. Ex. Press a Big Mac switch whenever a certain character is mentioned in the story.</p>

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<p>Craft and Structure</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>EERL.7.4. Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.</p>	<p>Students will: EERL.7.4. Demonstrate understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section of a story or drama. Ex. Determine from an array of choices upcoming words or phrases based on the pattern established by the author, such as in a poem by Silverstein.</p> <p>Students will: EERL.7.4. Use rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama. Ex. Use context in a passage or poem where words or passages are repeated; choose a definition of a word or phrases from choices. Ex. Given a passage from a story in which repetition is used, use the repetition of words or phrases in different contexts in the passage to determine the meaning of the passage.</p> <p>Students will: EERL.7.4. Identify a pattern of repeated words or phrases. Ex. In a shared reading of a passage with a predictable pattern, communicate the predictable word or phrase in the story. Ex. In a shared reading of a poem with a predictable pattern, communicate the predictable word or phrase of the poem.</p> <p>Students will: EERL.7.4. Identify a repeated word or phrase. Ex. Pick out repeated words in a short story. Ex. Respond with a repeated phrase at the appropriate time in a story.</p>
<p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy,</p>	<p>EERL.7.5. Determine how poetry form and structure contributes to its meaning.</p>	<p>Students will: EERL.7.5. Compare and contrast different structures used in poetry. Ex. Clap or tap the rhythm of various poems, recording the number of</p>

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<p>sonnet) contributes to its meaning.</p>		<p>beats per line, and compare the different patterns. Ex. Compare the different writing patterns used in poetry, such as rhyme as opposed to prose (e.g., non-rhyming).</p> <p>Students will: EERL.7.5. Determine how poetry form and structure contributes to its meaning. Ex. Given Robert Frost’s “And miles to go before I sleep / And miles to go before I sleep,” answer, “What does it mean?” Ex. Select a rap or song with a repeated phrase and identify how that phrase contributes to the meaning of the song. Ex. Clap or tap the rhythm of a variety of poems to identify the structure.</p> <p>Students will: EERL.7.5. Identify common structures used in a poem. Ex. Given a poem, identify that it rhymes. Ex. Given a poem that has a predictable pattern and word cards that could fit into the pattern, read and recite the poem, filling in the last word with a word card.</p> <p>Students will: EERL.7.5. Recite a poem using a communication device or preferred mode of communication. Ex. Use a preprogrammed AAC device to recite a stanza from a familiar poem.</p>
<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>EERL.7.6. Identify how a character’s point of view is the same or different from another character.</p>	<p>Students will: EERL.7.6. Compare points of view of the characters in literary text. Ex. In a popular chapter book, discuss the main character’s point of view (such as Brian’s point of view in <i>Hatchet</i>) and compare to another character.</p>

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		<p>Students will: EERL.7.6. Identify how a character’s point of view is the same or different from another character. Ex. After reading a story (e.g., <i>The Time Machine</i> by H.G. Wells – Classic Starts), identify the difference between how the people in the community feel about their lives in the future and how Victorian Londoners feel; use a graphic organizer for word or picture cards. Ex. After acting out a short play or scenario, identify different points of view of the characters (e.g., “How does _____ feel about _____? Did _____ feel the same way?”).</p> <p>Students will: EERL.7.6. Identify personal point of view about a story. Ex. Choose a word that represents their own reaction to a story (e.g., <i>Hatchet</i>, <i>The Time Machine</i>, <i>The Cay</i>).</p> <p>Students will: EERL.7.6. Identify a character. Ex. Select the picture of the main character.</p>
<p>Integration of Knowledge and Ideas</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera</p>	<p>EERL.7.7. Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.</p>	<p>Students will: EERL.7.7. Compare and contrast a video version of a story, poem, or drama. Ex. Determine what is the same and what is different in a video version and text version of the same story (e.g., a movie version compared to book that tells the same story). Ex. Compare and contrast a character’s point of view in a video and text version of the same story.</p> <p>Students will: EERL.7.7. Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.</p>

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focus and angles in a film).		<p>Ex. Compare the animated version to the text version of a story (e.g., <i>Balto</i> compared to Iditarod, Alaskan dog sled race).</p> <p>Ex. After reading a book and viewing a video of the same story, compare events as they happened in each (e.g., after reading <i>The Time Machine</i>, identify several key elements or events from the story. Watch the video of the same story and each time the element or event is evidenced, place the matching word or picture card in a “done” box).</p> <p>Students will: EERL.7.7. Express a preference for a story and video. Ex. Choose which they liked better: story or video.</p> <p>Students will: EERL.7.7. Recognize the text version of a story, drama, or poem that matches the audio, video, or live version. Ex. After watching a video presentation of a familiar story, identify the book that tells the same story from choices.</p>
RL.7.8. (Not applicable to literature)	EERL.7.8. N/A	
RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	EERL.7.9. Recognize the difference between fictional characters and nonfictional characters.	<p>Students will: EERL.7.9. Compare and contrast a fictional character with a historical character. Ex. Compare the fictional <i>Brightly of the Grand Canyon</i> story to real accounts of donkeys used during the gold rush era.</p> <p>Students will: EERL.7.9. Recognize the difference between fictional characters and nonfictional characters. Ex. In a series of pictures related to non-fiction and fiction stories, recognize the fictional characters by placing a star on them.</p>

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		<p>Students will: EERL.7.9. Identify a character as nonfictional. Ex. After shared reading of a familiar story about a nonfictional character (e.g., George Washington), answer “Was George Washington a real person?”</p> <p>Students will: EERL.7.9. Identify a fictional character. Ex. After shared reading of a familiar story about fictional characters, point to pictures of fictional characters from the story.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>EERL.7.10. **This Essential Element references all elements above.</p>	

Seventh Grade English Language Arts Standards: Reading (Informational Text)

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<p>Key Ideas and Details</p> <p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>EERI.7.1. Cite text to draw inferences from informational text.</p>	<p>Students will:</p> <p>EERI.7.1. Cite textual evidence to determine what is inferred versus what is explicit. Ex. Explicit = It rained for three days. Inferred = There will be flooding.</p> <p>Students will:</p> <p>EERI.7.1. Cite text to draw inferences from informational text. Ex. Point to the text used after drawing a simple inference about a short passage (e.g., a tornado was scary). Ex. Draw a simple inference from specific text in a passage (e.g., “The sky was dark” means it might rain).</p> <p>Students will:</p> <p>EERI.7.1. Cite text to find one detail to support an inference. Ex. Select a quoted detail from text from choices that include only one quote from the text. Ex. Point to, highlight, or otherwise indicate a detail in the text in the story that supports an inference.</p> <p>Students will:</p> <p>EERI.7.1. Identify a detail from a sentence or phrase in the text. Ex. Identify a detail from a picture or graphic illustration by answering “yes” or “no”; turn of the head; eye gaze. Ex. Identify a picture that is related to the text (e.g., picture of pyramids to relate to text on Ancient Egypt).</p>
<p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide</p>	<p>EERI.7.2. Determine two central ideas that progress throughout the text.</p>	<p>Students will:</p> <p>EERI.7.2. Determine at least two ideas that contribute to the central ideas of the text. Ex. When asked “What was the passage about?”, paraphrase facts for each central idea identified.</p>

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<p>an objective summary of the text.</p>		<p>Ex. When asked “What in the passage said what it was about?”, select and copy or say two facts from choices about each central idea.</p> <p>Students will: EERI.7.2. Determine two central ideas that progress throughout the text. Ex. When asked “What are two important things the passage tells?”, answer from choices provided. Ex. When asked “What are the two most important steps in the directions?”, from a list of lab safety rules, name two rules critical to safety.</p> <p>Students will: EERI.7.2. Given sentences from an informational text, identify an important idea. Ex. Using pictures, illustrations, etc., identify an idea Ex. Through auditory or tactile source, identify an idea.</p> <p>Students will: EERI.7.2. Identify details from a text. Ex. After shared reading of the safety steps for the science lab, identify a detail from the text (e.g., wear goggles, wear apron, not touch fire). Ex. Identify an object the passage is discussing (e.g., the student points to safety goggles after listening to the safety steps of the science lab).</p>
<p>RI.7.3. 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).</p>	<p>EERI.7.3. Identify interactions between individuals, events, or ideas in text.</p>	<p>Students will: EERI.7.3. Explain interactions between individuals, events, or ideas in text. Ex. Explain how a change in the text is caused by an individual or an event (e.g., “What happens to the fish when the water dries up?”). Ex. Explain interactions between the main character in informational text and another individual (e.g., <i>Harriet Tubman and another slave companion on the journey through the Underground Railroad</i>).</p>

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		<p>Students will: EERI.7.3. Identify interactions between individuals, events, or ideas in text. Ex. Identify interactions between the main character in the text and another individual (e.g., “What did the boy say to the girl in the story?”). Ex. Identify interactions between individuals and events (e.g., “What did the man do when the fire started?”).</p> <p>Students will: EERI.7.3. Identify one interaction between events from the passage. Ex. Using pictures, illustrations, etc., identify an interaction between two events in a passage (e.g., a glass was broken and someone was cut). Ex. Through an auditory or tactile source, identify an interaction between two ideas in a passage (e.g., packing for a trip to the arctic and items to put in a backpack).</p> <p>Students will: EERI.7.3. Identify a detail about an individual or event. Ex. Identify a detail from a picture or graphic about a characteristic of a person of interest (e.g., tall/short, large/small) by answering with “yes” or “no,” turn of the head, eye gaze, etc. Ex. Identify an event from a text by answering “yes” or “no,” turning head, eye gaze, switch, etc. (e.g., “Was there a storm?”).</p>
<p>Craft and Structure</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the</p>	<p>EERI.7.4. Determine the meaning of words and phrases as they are used in an informational text.</p>	<p>Students will: EERI.7.4. Determine phrases that impact meaning of the text. Ex. While reading an informational passage, use context to determine the meaning of words and phrases. Ex. Given more than one meaning of a phrase from an informational text, select the one that best matches the reading passage.</p>

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<p>impact of a specific word choice on meaning and tone.</p>		<p>Students will: EERI.7.4 Determine the meaning of words and phrases as they are used in an informational text. Ex. Select a synonym from choices provided verbally in text form for an underlined word or phrase in a sentence in an informational text. Ex. Use a basic elementary dictionary and thesaurus to determine word meaning. Ex. Match the safety equipment with the direction of the appropriate use in the kitchen, science lab, agriculture lab, etc.</p> <p>Students will: EERI.7.4. Match or pair word to meaning. Ex. Match or pair pictures with words when presented with pictures and words. Ex. Match an illustration of a map to the word “map” in a geography passage.</p> <p>Students will: EERI.7.4. Indicate words in a text. Ex. Identify text versus pictures in an informational text (e.g., point to the map when asked, “Where is the map?” And point to the text when asked, “Where does it tell us about the map?”). Ex. Use a picture to request a resource.</p>
<p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>EERI.7.5. Determine how headings, key words, and key phrases relate to the topic of a text.</p>	<p>Students will: EERI.7.5. Determine how key components of the organization of text relate to the topic. Ex. Identify bolded key words, topics, and sub-topics.</p> <p>Students will: EERI.7.5. Determine how headings, key words, and key phrases relate to the topic of a text.</p>

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		<p>Ex. Given a how-to text, use headings to determine steps in the directions. Ex. Use sequence words to locate key information in a pre-vocational text (e.g., <i>first, next, then, and last</i>).</p> <p>Students will: EERI.7.5. Determine how headings are related to the topic of a text. Ex. When asked what the passage is about, point to title. Ex. When asked what the part of the passage is about, point to heading.</p> <p>Students will: EERI.7.5. Identify the title of a passage. Ex. After shared reading of an informational text before and after which the teacher states the title of the text, use a communication device or preferred mode of communication to repeat the title. Ex. Use a preprogrammed AAC device to request an informational text by its title.</p>
<p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>EERI.7.6. Determine author’s point of view and compare to own point of view.</p>	<p>Students will: EERI.7.6. Respond to the author’s purpose or point of view with own point of view. Ex. Answer the question, “What was the author trying to convey and what do you think about that?”</p> <p>Students will: EERI.7.6. Determine author’s point of view and compare to own point of view. Ex. Read or listen to a passage and answer a question about the author’s point of view (e.g., “Why does the author think you should know about water safety? What do you think about that?”). Ex. Why did the author write the book?</p>

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		<p>Students will: EERI.7.6. Identify an author’s thoughts and feelings. Ex. After shared reading of an informational text, answer questions about the thoughts the author shared (e.g., when the teacher asks, “What does the author think about water?,” the students answer, “Drink clean water”). Ex. After shared reading of an informational text, answer questions about the feelings the author shared (e.g., when the teacher asks, “How did the author feel about fire?” the students answer, “sad,” “scared,” etc.).</p> <p>Students will: EERI.7.6. Identify a thought of the author. Ex. After shared reading of an informational text, sort a list (text and/or picture-based) into things that were in the text and those that were not (e.g., in text—<i>The bird wants to go home</i>, versus not in text—<i>The boy wants cake</i>). Ex. After shared reading of an informational text when the group discusses what they heard, hit a switch when someone says something that was in the text.</p>
<p>Integration of Knowledge and Ideas</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>EERI.7.7. Compare the experience of reading a text to listening or watching a video of the same text.</p>	<p>Students will: EERI.7.7. Compare and contrast the experience of reading a text to listening or watching a video of the same text. Ex. Listen to a passage, read a passage, and watch a video of the same passage, and then talk about or list the things they saw as different and the same. Ex. Determine what is the same and what is different in a video version and story about the same historical events (e.g., Disney version of the story of Pocahontas compared to a text about Pocahontas).</p> <p>Students will: EERI.7.7. Compare the experience of reading a text to listening or</p>

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		<p>watching a video of the same text. Ex. After listening to a passage or watching a video of the passage and then reading the passage, choose pictures that relate to the feelings gotten from each one. Ex. After watching a newscast about a current event and shared reading of a news report on the same event, select words from choices to compare reactions to the video and to the text.</p> <p>Students will: EERI.7.7. Identify an idea from a text or video. Ex. Select a word that identifies something heard or read in an informational text. Ex. Select a picture from an informational video that identifies an idea from the video.</p> <p>Students will: EERI.7.7. Recognize the text version of an event that matches the audio, video, or live version. Ex. After watching an audio or video version of an event, identify the text version that tells about the same event given a related and unrelated text containing illustrations.</p>
<p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>EERI.7.8. Delineate the specific claims for text.</p>	<p>Students will: EERI.7.8. Analyze text to support claims and judge the conclusions. Ex. List evidence to support the claims in an informational text, “Would you agree with this author?” Ex. List evidence cited by the advertiser to support claims from a commercial or print ad, “Would you buy this product?”</p> <p>Students will: EERI.7.8. Delineate the specific claims for text. Ex. Given a list of claims, highlight the claims found in an informational</p>

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		<p>text. Ex. After reading a print ad or commercial, select from a list of claims the ones found in the commercial or advertisement.</p> <p>Students will: EERI.7.8. Identify a claim from text. Ex. Point to a claim in a print ad (e.g., point to the picture of a smiling customer in a print advertisement). Ex. Repeat a claim from a commercial, (e.g., “Mmm, mmm, good . . .”).</p> <p>Students will: EERI.7.8. Respond to an advertisement. Ex. Smile in response to an ad for a product they like. Ex. Nod in response when asked, “Did they say the cereal tastes good?”</p>
<p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>EERI.7.9. Compare information provided by authors of two different texts on the same topic.</p>	<p>Students will: EERI.7.9. Compare and contrast key information provided by authors of two different texts on the same topic. Ex. Given information about their state from two different authors, answer “What is the same?” and “What is different?” Ex. Given two brief descriptions of an historical event, select a statement from choices about what was different between the two accounts.</p> <p>Students will: EERI.7.9. Compare information provided by authors of two different texts on the same topic. Ex. Given information about Africa from two different authors, answer “What is the same?” Ex. Given two brief descriptions of a historical event and asked specific questions about one event, “Did both say the same thing about that?”</p>

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		<p>Students will: EERI.7.9. Identify a key piece of information provided by authors of two different texts on same subject. Ex. After shared reading of two informational texts on the same topic, select from choices one fact that was the same in both.</p> <p>Students will: EERI.7.9. Identify a detail provided by the authors. Ex. After shared reading of an informational text, indicate whether the detail was provided in the passage when stated by the teacher. Ex. During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?”</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>EERI.7.10. **This Essential Element references all elements above.</p>	

Seventh Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Text Types and Purposes</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>EEW.7.1.a-b. Write a claim and support it with reasons or other relevant evidence.</p>	<p>Students will:</p> <p>EEW.7.1.a-b. Write a claim and support it with multiple reasons or other relevant evidence.</p> <p>Ex. Write a claim (e.g., <i>Saturdays are best</i>) and support it with multiple reasons (e.g., <i>I get to sleep late. I watch TV. I stay home</i>).</p> <p>Ex. Write a claim (e.g., <i>I like pizza</i>) and support it with multiple statements of relevant evidence (e.g., <i>I buy it at lunch. I eat it all</i>).</p> <p>Students will:</p> <p>EEW.7.1.a-b. Write a claim and support it with one reason or other relevant evidence.</p> <p>Ex. Write a claim (e.g., <i>Saturdays are best</i>) and support it with a reason (e.g., <i>I get to sleep late</i>).</p> <p>Ex. Write a claim (e.g., <i>I like pizza</i>) and support it with relevant evidence (e.g., <i>I eat it all</i>).</p> <p>Students will:</p> <p>EEW.7.1.a-b. With guidance and support, write a claim and support it with one reason.</p> <p>Ex. Write a claim with guidance (e.g., the student tells a peer “ice cream every day” and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list).</p> <p>Ex. After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., <i>We need <claim> because <supportive reason>. We need recess because fun. We need gum because good. We need talk because friends</i>). After each statement, the teacher leads group in identifying claim and discussion of reason.</p> <p>Ex. Using a writing template created by the teacher in a talking word</p>

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		<p>processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., the student completes the sentence, <i>I think we need more computers</i>. And then the student completes more sentences working with the teacher, <i>We need more computers because we don't have enough. We have six students. We only have two computers</i>).</p> <p>Students will: EEW.7.1.a-b. Select a claim. Ex. When signing in each morning, select a claim about the day, choosing among claims (e.g., <i>I will have a good day, I will have a quiet day, or I will work hard today</i>). Ex. During shared reading, select a claim about the book (e.g., <i>This story isn't true, or I know something about this, or I heard this before</i>). Ex. After the teacher leads a discussion about whether crackers or pretzels taste better and why, complete a template with teacher guidance using words generated in discussion after snack time (e.g., "Crackers/pretzels taste better because [salty, crunchy, buttery, softer, harder]").</p>
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	EEW.7.1.c. N/A	
d. Establish and maintain a formal style.	EEW.7.1.d. N/A	
e. Provide a concluding statement or section that follows from and supports the argument presented.	EEW.7.1.e. N/A	

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<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	<p>EEW.7.2.a-b. Write to convey ideas and information, including facts, details, and other information as well as graphics and multimedia as needed.</p>	<p>Students will:</p> <p>EEW.7.2.a-b. Write to convey ideas and information clearly, including facts, details, and other information as well as graphics and multimedia as needed.</p> <p>Ex. Write a statement about the topic. Then, write sentences with two or more facts or concrete details to accompany selected graphics and multimedia elements.</p> <p>Ex. Following a staged crime, write what the crime is and what they saw and heard and include Internet images to convey similar actions.</p> <p>Students will:</p> <p>EEW.7.2.a-b. Write to convey ideas and information, including facts, details, and other information as well as graphics and multimedia as needed.</p> <p>Ex. Write on an assigned topic related to an informational text read by the class and include facts about the topic with accompanying illustrations (e.g., when asked to write about the river, the student writes a statement about the topic, identifies pictures of the river to include, and writes one or more related facts).</p> <p>Ex. Write about the details that were the same in a story read by the class and video of the same story (e.g., when asked to read and view the video about <i>Balto</i>, write about details from the story and the video).</p> <p>Students will:</p> <p>EEW.7.2.a-b. Write to convey ideas and information.</p> <p>Ex. Write on an assigned topic (e.g., when asked to write about the river, the student writes, <i>River is fast</i>).</p> <p>Ex. Work with peers to write a report on a science topic (e.g., the student writes about climate and the kinds of clothing we wear in different weather) and gather relevant photos and videos from the Internet to include in and link to the report.</p>

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examples.		<p>Students will: EEW.7.2.a-b. Communicate ideas and information contributing to a text. Ex. Point to symbols on a communication device to communicate ideas about an upcoming event (e.g., “I go”), which the teacher types in a talking word processor as the student observes and listens. Ex. Point to symbols on a communication device to communicate information about transportation after school (e.g., “Mom drives”) and select from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.</p>
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	EEW.7.2.c. N/A	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	EEW.7.2.d. Use domain-specific vocabulary when writing about a topic.	<p>Students will: EEW.7.2.d. Use wide range of domain-specific vocabulary when writing about a topic. Ex. During a unit on rivers, when writing about the river, appropriately use a wide array of words like <i>current</i>, <i>hydro-electric</i>, <i>erosion</i>, <i>basin</i>, <i>tributary</i>, and <i>habitat</i> by referring to the glossary of the text. Ex. During a unit on rivers, when writing about rivers, explain its features accurately and provide appropriate examples by using an online graphic dictionary.</p> <p>Students will: EEW.7.2.d. Use domain-specific vocabulary when writing about a topic. Ex. When writing about the river, use words like <i>current</i> and <i>habitat</i> appropriately with word prediction software with an incorporated topic</p>

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		<p>dictionary. Ex. With support, compose a multimedia dictionary of river terminology with images and video examples of each term to be used as a reference when writing.</p> <p>Students will: EEW.7.2.d. With guidance and support, use domain-specific vocabulary when writing about a topic. Ex. Use a teacher-prepared word bank with domain-specific vocabulary to write about a topic. Ex. Work with peers to brainstorm domain-specific words to include in writing and use list when writing about the topic. Ex. Write with a peer using word prediction software with an incorporated topic dictionary.</p> <p>Students will: EEW.7.2.d. With guidance and support, use domain-specific vocabulary when communicating about a text. Ex. Working with an adult who helps the student navigate to the appropriate page on a dynamic display communication device, use the available domain-specific vocabulary to communicate about a topic, which the adult then writes in a group text and reads aloud to the entire group while pointing to the words. Ex. Working with peers using a topic-specific set-up projected on an interactive whiteboard, select from the available domain-specific vocabulary to communicate with peers who write the contributions in the text and read aloud to the group.</p>
e. Establish and maintain a formal style.	EEW.7.2.e. N/A	

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<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>EEW.7.2.f. N/A</p>	
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>EEW.7.3. Select an event or personal experience and write about it.</p> <p>a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p>Students will:</p> <p>EEW.7.3.a-b. Introduce the experience or situation, multiple characters, and multiple events in sequence.</p> <p>Ex. Write about a personal experience (e.g., <i>Go to movies</i>), writing about himself (<i>me</i>) and friends (<i>JT and K</i>), and including multiple events (<i>Go in car. By popcorn [popcorn]. sit fnt [front]</i>).</p> <p>Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), the actions (<i>got on ships, threw tea in harbor</i>).</p> <p>Students will:</p> <p>EEW.7.3.a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p> <p>Ex. Write about a personal experience (e.g., <i>make bns [brownies]</i>) writing about himself (<i>me</i>) and mom (<i>mom</i>), and including two events (<i>cook, eat</i>).</p> <p>Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), the actions (<i>got on ships, threw tea in harbor</i>).</p> <p>Students will:</p> <p>EEW.7.3.a-b. With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence.</p>

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		<p>Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (<i>siping</i> [shopping]).</p> <p>Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The colonists <did what two things> because <what were they mad about>).</p> <p>Students will: EEW.7.3.a-b. With guidance and support, communicate about a personal experience.</p> <p>Ex. With the support of an adult who gets the student’s remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, “me go” which the adult writes on a sticky note and reads aloud and sticks on the page in the book.</p> <p>Ex. Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games) which the adult adds to a group chart of likes and dislikes and reads aloud to the group.</p> <p>Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (<i>Go farm. Happy</i>), which the teacher will write below the photo and read aloud as the student observes.</p>
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	EEW.7.3.c. N/A	
d. Use precise words and phrases, relevant	EEW.7.3.d. N/A	

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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.	EEW.7.3.e. N/A	
<p>Production and Distribution of Writing</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	EEW.7.4. Produce writing that is appropriate for the task, purpose, or audience.	<p>Students will:</p> <p>EEW.7.4. Produce writing that is appropriate to the task, purpose, and audience.</p> <p>Ex. Write a note of apology.</p> <p>Ex. Write on an assigned topic, providing supporting information as required by the assignment.</p> <p>Ex. Write a short research report stating the topic and providing supporting information as required by the assignment.</p> <p>Ex. Write a poem that has the desired language structure and content.</p> <p>Students will:</p> <p>EEW.7.4. Produce writing that is appropriate to the task, purpose, or audience.</p> <p>Ex. Write the schedule for the day.</p> <p>Ex. Write an e-mail to Mom and Dad about something needed for school.</p> <p>Ex. Following the reading of a text with predictable structure and content (e.g., <i>Yo! Yes?</i>), create new text following the structure and content (e.g., <i>Play ball? Okay</i>).</p>

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		<p>Students will: EEW.7.4. With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a letter-writing rubric or set of criteria to write a thank you note. Ex. Use a ready-made set-up in multimedia software to write a short research report, filling in the topic and two facts related to it.</p> <p>Students will: EEW.7.4. With guidance and support, produce writing for a variety of purposes. Ex. With guidance and support, write to sign name. Ex. With guidance and support, write to make a request. Ex. With guidance and support, write to respond. Ex. With guidance and support, use a letter-writing template to write an e-mail to an e-pal.</p>
<p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>EEW.7.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p>	<p>Students will: EEW.7.5. With guidance and support from adults and peers, plan writing and use the editing process to revise own writing. Ex. After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback. Ex. After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback.</p> <p>Students will: EEW.7.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. After working with the teacher to brainstorm ideas for writing that are</p>

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		<p>then entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers.</p> <p>Ex. After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline.</p> <p>Ex. After reading a science text, work with a peer or teacher to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p>Students will: EEW.7.5. With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.</p> <p>Ex. Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing.</p> <p>Ex. Work with peers to brainstorm ideas for writing and put the information in graphic organizer software.</p> <p>Ex. Work with teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . .,” “One question I have is . . . ?”, and “One suggestion I have is . . .”), and use that feedback to revise draft with teacher guidance.</p> <p>Students will: EEW.7.5. With guidance and support from peers and adults, write.</p> <p>Ex. With guidance and support from peers, select words from a word bank for writing.</p> <p>Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (“Tell me the next one”) and write desired letters (“Write that</p>

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<p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>EEW.7.6. Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>	<p>one for me”).</p> <p>Students will: EEW.7.6. Use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers.</p> <p>Students will: EEW.7.6. Use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use e-mail to interact with a pen pal. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Select images from the Internet and write about the images using a talking word processor and word prediction software and share what is learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting websites designated by the teacher (e.g., Internet Workshop), use a talking word processor to draft notes and then share what was learned with peers.</p>

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		<p>Students will: EEW.7.6. With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal. Ex. Use an alternative keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.</p> <p>Students will: EEW.7.6. With guidance and support, use technology to participate in group writing projects. Ex. Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project. Ex. Use a switch to say “I like that” (if they choose) when asked by group members what they think of pictures and text being developed by a small group. Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate “yes” or “no” when asked if accompanying text written by group seems on target.</p>
<p>Research to Build and Present Knowledge</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and</p>	<p>EEW.7.7. Conduct research to answer a question based on multiple sources of information.</p>	<p>Students will: EEW.7.7. Conduct research to answer a question based on many sources of information. Ex. Conduct research using the Internet to gather information from various sources on a topic assigned by the teacher (e.g., the teacher asks students to identify the habitat and eating habits of birds of prey and the student reads four websites to identify the information before writing the answer).</p>

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<p>generating additional related, focused questions for further research and investigation.</p>		<p>Ex. Use sticky notes to mark pages in many topical books where there is relevant information (e.g., what led to the Boston Tea Party?), and then write that information in a group research project.</p> <p>Students will: EEW.7.7. Conduct research to answer a question based on multiple sources of information. Ex. Search websites bookmarked by the teacher for information to use in writing about a topic (e.g., the teacher asks students to answer the question, “How is the moon different from earth?” and the student reads the websites to identify information before writing the answer). Ex. Use screen reading software to read two or more websites bookmarked by the teacher. While reading, capture information and use it to write an answer to a question (e.g., Where is water found on earth? <i>Most water in oshuns [oceans]. Water in lakes. Water in air. Water in people and animals [animals].</i>)</p> <p>Students will: EEW.7.7. Conduct research to answer a question based on one source of information. Ex. Read text to collect information that answers a question on a given topic (e.g., the teacher asks students to identify the habitat and eating habits of birds of prey and gives students a text that has the answers in it. The students read the text in order to find the answers). Ex. Using a ready-made set-up for an interactive whiteboard created by the teacher that first presents a question, then presents a text that includes the answer, read the question and the text (using screen reading software), and then write an answer to the question using a talking word processor with word prediction software. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a</p>

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		<p>question (e.g., “Where is most of the water on earth?” <i>water in oshun</i> [ocean]).</p> <p>Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p> <p>Students will: EEW.7.7. Participate in group research and writing activities. Ex. Work with peers to highlight words from group research to be used to answer questions on a research topic (e.g., the student works with a group of peers to read information about water projected on an interactive whiteboard. The group takes turns highlighting words and sentences about writing. The teacher reads the highlighted information and the question, “Where is most of the water on earth?” The student answers by touching highlighted words, using a single-message voice output device, signing or saying “oceans”).</p> <p>Ex. During a shared reading/writing lesson, use a single-message voice output device to say, “Write that down,” when the teacher reads information that is important and listen and observe as the teacher reads it aloud and points to the words.</p>
<p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>EEW.7.8. Select quotes from multiple print or digital sources that provide important information about a topic.</p>	<p>Students will: EEW.7.8. Select quotes from multiple print or digital sources that state conclusions about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide.</p> <p>Students will: EEW.7.8. Select quotes from multiple print or digital sources that provide important information about a topic.</p>

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		<p>Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes about the topic and write notes on the information they provide.</p> <p>Ex. Given a collection of books, search for quotes on an assigned topic, and write notes on the information they provide.</p> <p>Students will: EEW.7.8. Select quotes from print or digital sources that provide information about a topic.</p> <p>Ex. Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and with teacher guidance and support, write notes on information they provide.</p> <p>Ex. Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide.</p> <p>Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p>Students will: EEW.7.8. With guidance and support during shared reading, identify when information about a topic is read.</p> <p>Ex. Use a single-message voice output device during shared reading to say, “That sounds good.” The teacher attributes meaning by connecting to information on the page.</p> <p>Ex. During shared reading, given a list of words (some of which are included in the text), identify those that are relevant and what information they provide.</p>
<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>EEW.7.9. Use information from literary and informational text to support writing.</p>	<p>Students will: EEW.7.9.a. N/A</p>

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<p>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”).</p>	<p>a. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters”).</p>	<p>Students will: EEW.7.9.a. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters”). Ex. After reading a book and identifying which characters are fictional, use the information in the book to make a list of the characteristics of the characters. Ex. After reading a story and seeing a video of the same story, write to compare the two. Ex. After reading a story and a topically related history text, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same.</p> <p>Students will: EEW.7.9.a. With guidance and support from adults and peers, apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters”). Ex. After the teacher reads a book with a small group to identify whether the characters in a story are real or fictional, work with the group to use the information in writing about the characters. Ex. Write words or phrases from a list to identify what is the same between characters in a fictional text and people in a topically related nonfiction text. Ex. After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same.</p>

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		<p>Students will: EEW.7.9.a. With guidance and support from adults and peers, participate in group writing projects about information gathered from literary or informational text. Ex. During a shared reading/writing lesson, use a single-message voice output device to say, “Write that down,” when the teacher reads a detail or idea that is important. Ex. During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” about whether they think the highlighted text chosen by peers is important, and listen as peers defend choice in text.</p>
<p>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”).</p>	<p>EEW.7.9.b. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text”).</p>	<p>Students will: EEW.7.9.b. N/A</p> <p>Students will: EEW.7.9.b. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text”). Ex. After highlighting the claims from a list that were found in an informational text, write about the best claim and what makes it best. Ex. After reading a print ad or commercial and selecting from a list of claims the ones found in the commercial or advertisement, write the claims selected and what makes them exaggerated.</p> <p>Students will: EEW.7.9.b. With guidance and support, apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text”). Ex. After identifying a claim in a print ad, write the claim and, with teacher guidance and support, explain how it is exaggerated. Ex. After reading an article about plastic surgery in a popular magazine, and participating in a teacher-led discussion about what claims might lead someone to choose such a procedure, use word prediction software to</p>

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		<p>write about the claims.</p> <p>Students will: EEW.7.9.b. With guidance and support, participate in shared writing activities that build on shared reading activities. Ex. During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads a claim from an advertisement.</p>
<p>Range of Writing</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>EEW.7.10. Write routinely for a variety of tasks, purposes, and audiences.</p>	<p>Students will: EEW.7.10. N/A</p> <p>Students will: EEW.7.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project.</p> <p>Students will: EEW.7.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank and additional full alphabet access on the computer, write a note to include in the home-school notebook. Ex. Using a rubric or set of criteria and word prediction software to type and send an e-mail to a friend. Ex. With guidance and support, write labels to go with a display for a group research project. Ex. Using a keyboard, adapted as needed, with full access to the alphabet and some key vocabulary from the discipline-specific tasks, write an e-mail about that day’s instruction for an absent classmate.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Students will:</p> <p>EEW.7.10. With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences.</p> <p>Ex. Using a multiple-message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading which are added to a written summary of the text.</p> <p>Ex. Using a multiple-message voice output device and given modeling from an adult communication partner, communicate feelings which are written by the teacher into a <i>Feelings</i> book.</p> <p>Ex. Using partner-assisted scanning and a photo of a recent instructional activity, select letters which the partner writes down and rereads aloud (letters and/or words).</p>

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Seventh Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Comprehension and Collaboration</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>EESL.7.1. Engage in a range of collaborative discussions.</p> <p>a. Come to discussions prepared to share information.</p>	<p>Students will: EESL.7.1.a. Come to discussions with self-created materials or supports to use in sharing information. Ex. Program information into a multiple-message voice output device for use in discussion and opens page with messages as discussion begins. Ex. Prepare note cards with pictures and words to use during a discussion.</p> <p>Students will: EESL.7.1.a. Come to discussions prepared to share information. Ex. Practice preprogrammed messages in a multiple-message voice output device for use in discussion. Ex. Preview a discussion study guide prior to the discussion.</p> <p>Students will: EESL.7.1.a. Prepare for discussions. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . .). Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.</p> <p>Students will: EESL.7.1.a. Participate in discussions. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion.</p>
<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as</p>	<p>EESL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Students will: EESL.7.1.b. N/A</p> <p>Students will: EESL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
needed.		<p>Ex. After being assigned a role for a literature circle discussion, fulfill the role with support from peers in the group.</p> <p>Ex. Given an object to help the group ensure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object.</p> <p>Students will: EESL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions. Ex. Use a multiple-message voice output device to add comments during a discussion offered spontaneously without attention to rules. Ex. Add to the discussion when directly prompted to (e.g., “Tell us what you think”).</p> <p>Students will: EESL.7.1.b. Participate in discussions with adults and peers. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion.</p>
c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	EESL.7.1.c. Remain on the topic of the discussion when asking or answering questions or making other contributions.	<p>Students will: EESL.7.1.c. N/A</p> <p>Students will: EESL.7.1.c. Remain on the topic of the discussion when asking or answering questions or making other contributions. Ex. During a discussion with peers about a text, add a comment to the discussion that is on topic (e.g., “It said to ____”). Ex. During a discussion after a presentation, add a comment to the discussion about the presentation (e.g., “He said to ____”).</p> <p>Students will: EESL.7.1.c. Ask and answer questions specific to the topic, text, or issue</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>under discussion. Ex. During a discussion with peers about a text, ask specific questions about the content (e.g., “Why did she do that?”) and answer questions when asked by peers (e.g., “What do you think?”). Ex. During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions (e.g., “Have you ever been there?”).</p> <p>Students will: EESL.7.1.c. Participate in discussions. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion.</p>
<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>EESL.7.1.d. Accept when others involved in the discussion agree or disagree with own perspective.</p>	<p>Students will: EESL.7.1.d. N/A</p> <p>Students will: EESL.7.1.d. Accept when others involved in the discussion agree or disagree with own perspective. Ex. After making a statement in a discussion when teacher asks, “What do you think?”, if others disagree, indicate the comment was understood.</p> <p>Students will: EESL.7.1.d. Indicate agreement with others during group discussions. Ex. Using preprogrammed messages, communicate agreement with points others state. Ex. During a discussion about a science experiment in which the group participated or observed, use a multiple-message voice output device to indicate agreement with a peer when he or she comments on the experiment.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Students will: EESL.7.1.d. Participate in discussions. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion.</p>
<p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>EESL.7.2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.</p>	<p>Students will: EESL.7.2. Identify how the main idea is presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. Ex. State the main idea, purpose, or message of an informational video and explain how that representation relates to the topic being studied.</p> <p>Students will: EESL.7.2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study. Ex. State the main idea, purpose, or message of an informational video. Ex. State the main idea of a graph showing students’ preferences during free time (e.g., “Tells you what most kids like to do”).</p> <p>Students will: EESL.7.2. Identify the topic of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. Ex. Identify the topic of a video from an array of choices. Ex. Identify the topic of several different illustrations in a science textbook.</p> <p>Students will: EESL.7.2. With support, identify graphic, visual, tactual, or other information that represents a particular topic. Ex. Given an array of visual and/or tactual representations of lunch items, identify the pictures of our choices for lunch today.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>EESL.7.3. Determine whether the claims made by a speaker are fact or opinion.</p>	<p>Students will: EESL.7.3. After listening to a speaker, recall the speaker’s claims and determine whether they are fact or opinion. Ex. After listening to the school’s morning news program, recall what was on the news and determine whether the claims were fact (e.g., The boy’s soccer team won) or opinion (e.g., The dance is going to be really fun). Ex. After watching a short documentary, discuss the claims made by the narrator and determine whether each is fact or opinion.</p> <p>Students will: EESL.7.3. Determine whether the claims made by a speaker are fact or opinion. Ex. Identify fact versus opinion using key words such as <i>all, never, I think, I believe, I feel</i> (e.g., “The Earth is a planet” versus “I think that people should take better care of the earth”). Ex. Given a list of statements recorded while a speaker was talking, sort the statement based on those that are fact and those that are opinion. Ex. After watching a short documentary, review a list of claims made by the narrator (recorded by a peer or adult) and determine whether each is fact or opinion.</p> <p>Students will: EESL.7.3. Determine whether one specific claim made by a speaker is fact or opinion. Ex. Given a statement written by a peer or adult while a speaker was talking, determine if it is fact or opinion. Ex. After listening to a speaker make a single claim (e.g., “I think we have to try”), determine if the claim is fact or opinion.</p> <p>Students will: EESL.7.3. Communicate own opinion about a claim made by a speaker.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. After listening to the school’s morning news program, indicate whether the items in the news are <i>good</i> or <i>bad</i> (e.g., the teacher asks, “Is it good or bad that the boys’ soccer team won?”).</p> <p>Ex. After watching a short documentary, indicate whether the main claim made by the narrator (e.g., “We must save the environment”) is <i>right</i> or <i>wrong</i>.</p>
<p>Presentation of Knowledge and Ideas</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>EESL.7.4. Present findings, including descriptions, facts, or details related to a main idea or theme.</p>	<p>Students will:</p> <p>EESL.7.4. Present own findings, including descriptions, facts, or details related to a main idea or theme.</p> <p>Ex. State the main idea of one’s own presentation (e.g., <i>animal shelters fit their needs</i>) and share specific descriptions of facts and details related to the topic.</p> <p>Ex. Using a multimedia presentation on an interactive whiteboard, present the theme of the presentation (e.g., <i>rocks and minerals are all around us</i>), and present facts or details about them.</p> <p>Students will:</p> <p>EESL.7.4. Present findings, including descriptions, facts, or details related to a main idea or theme.</p> <p>Ex. After working with a group to create a presentation on <i>Rocks and Minerals All Around Us</i>, present the findings including details regarding the rocks and mineral samples that are being passed around the class.</p> <p>Ex. After working with an adult to create a report on a book, present the report including a clear statement of the main idea of the book and details related to the main idea.</p> <p>Students will:</p> <p>EESL.7.4. Present findings including details related to a main idea or theme.</p> <p>Ex. Having worked with a group to create a presentation on <i>Rocks and Minerals All Around Us</i>, present one or two details.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. After reading a book and discussing the theme, present two details related to the theme.</p> <p>Students will: EESL.7.4. Indicate a detail related to a selected topic. Ex. Point to a detail in a media presentation. Ex. Vocalize in response to a specific part of a media presentation.</p>
<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>EESL.7.5. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.</p>	<p>Students will: EESL.7.5. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall presentations. Ex. Select audio recordings of different weather (e.g., light rain, thunder storm, hail, tornado) to enhance a presentation on the weather and emphasize the increasing intensity of the storm types from beginning to end. Ex. Select pictures or clipart to explain how to feed a dog.</p> <p>Students will: EESL.7.5. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations. Ex. Make a drawing to emphasize an important point in a presentation. Ex. Select an array of images from a media source to support points in a presentation.</p> <p>Students will: EESL.7.5. Select items, images, or photographs to create a visual or tactual display. Ex. Select photographs for the group to use in creating a montage about the class project. Ex. Select objects from the set of objects collected by classmates to place in a visual display for curriculum night.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Students will: EESL.7.5. Select items for a visual or tactual display for the group to use in a presentation. Ex. Choose pictures to emphasize a point in the group’s presentation given a choice of two or more acceptable photos. Ex. Choose tactual displays to emphasize a point in the group’s presentation given a choice of two or more acceptable options.</p>
<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>EESL.7.6. Communicate precisely (e.g., provide complete information) or efficiently (e.g., telegraphic communication) as required by the context, task, and communication partner.</p>	<p>Students will: EESL.7.6. Communicate precisely (e.g., provide specific and complete information) or efficiently (e.g., telegraphic communication) as required by the context, task, and communication partner, demonstrating understanding of formal English. Ex. Communicate an event from different perspectives for different audiences (e.g., tell about a personal experience in class and adjust the language to tell about the same event to peers).</p> <p>Students will: EESL.7.6. Communicate precisely (e.g., provide complete information) or efficiently (e.g., telegraphic communication) as required by the context, task, and communication partner. Ex. Provide specific details when relating an event in which they participated differently for different contexts and audiences (e.g., “He did” “I did”). Ex. Provide a complete account of an event in which they participated differently for different audiences (e.g., “First, we Next, we Then, we . . . , and”).</p> <p>Students will: EESL.7.6. Participate in communication activities with a partner. Ex. Initiate communication with a partner. Ex. Respond meaningfully by gesturing, nodding, or using other devices to</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>indicate understanding to communications from others.</p> <p>Students will: EESL.7.6. Communicate with multiple communication partners. Ex. Use eye gaze to communicate with more than one communication partner. Ex. Use a single-message voice output device programmed with a greeting to communicate with adults and peers in hallway.</p>

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Seventh Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Conventions of Standard English</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p>EEL.7.1. Demonstrate standard English grammar and usage when writing or communicating.</p> <p>a. Produce simple complete sentences when writing or communicating.</p>	<p>Students will:</p> <p>EEL.7.1.a. Produce a combination of simple and complex complete sentences when writing and communicating. Ex. Writes about personal experiences using simple sentences (e.g., <i>I went to the mall</i>) and complex sentences (e.g., <i>I got a CD, a shirt, and a game</i>).</p> <p>Students will:</p> <p>EEL.7.1.a. Produce simple complete sentences when writing or communicating. Ex. Respond to questions using standard grammar. Ex. Request help using a complete simple sentence.</p> <p>Students will:</p> <p>EEL.7.1.a. Use multiple-word utterances when writing or communicating. Ex. Say, “I want that one” when asked to make a choice.</p> <p>Students will:</p> <p>EEL.7.1.a. Respond to standard English grammar and usage when communicating. Ex. Follow simple commands delivered verbally or by gesture, sign, or other form of communication. Ex. Indicate understanding of a statement by the teacher or a peer by responding to the statement (e.g., nod in agreement, answer question).</p>
<p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>EEL.7.1.b. N/A</p>	

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[sic]	EEL.7.1.c. N/A	
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i>; but not <i>He wore an old[,] green shirt</i>).</p>	<p>EEL.7.2. Demonstrate understanding of conventions of standard English when writing.</p> <p>a. Use end punctuation when writing a sentence or question.</p>	<p>Students will: EEL.7.2.a. Use end punctuation when writing text with multiple sentences. Ex. When writing a journal entry, end each sentence appropriately with a period. Ex. When writing about an observation in science class that includes two or more sentences, end each with a period appropriately. Ex. When writing a short note or e-mail to a friend, include a question and two or three short sentences and correct ending punctuation.</p> <p>Students will: EEL.7.2.a. Use end punctuation when writing a sentence or question. Ex. Write a single sentence about an observation during science class and use a period correctly at the end of the sentence. Ex. Write a note to a friend including the question, “Will you go?”</p> <p>Students will: EEL.7.2.a. Use a period to end a sentence. Ex. When participating in shared writing, remind teacher to end the sentence with a period.</p> <p>Students will: EEL.7.2.a. Participate in shared writing of sentences. Ex. Make a choice from two items to complete a sentence during shared writing.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>b. Spell correctly.</p>	<p>EEL.7.2.b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	<p>Students will: EEL.7.2.b. Spell multi-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p> <p>Students will: EEL.7.2.b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Spell words phonetically when writing simple sentences.</p> <p>Students will: EEL.7.2.b. Spell common sight words correctly. Ex. During shared writing the teacher asks that a word be spelled, spell the word (e.g., the teacher asks, “Who can help me spell <i>can</i>?” and the student replies, c-a-n). Ex. In own writing, spell common sight words correctly (e.g., <i>is, the, in, at, can, on</i>).</p> <p>Students will: EEL.7.2.b. Demonstrate awareness of letters and words. Ex. Point to letters on a bulletin board in the hallway when asked, “Where are the letters?” Ex. Point to text when asked to show me the words to read in a book.</p>
<p>Knowledge of Language</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas</p>	<p>EEL.7.3. Use language to achieve desired meaning when writing or communicating.</p> <p>a. Use precise language as required to achieve desired meaning.</p>	<p>Students will: EEL.7.3. N/A</p> <p>Students will: EEL.7.3. Use precise language as required to achieve desired meaning. Ex. Select language to match appropriate wants and needs. Ex. After saying, “I want some” and not getting desired item, repeats self, saying, “I want some water.”</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>precisely and concisely, recognizing and eliminating wordiness and redundancy.*[sic]</p>		<p>Students will: EEL.7.3. Use language to communicate. Ex. Use a consistent, language-based approach to communicating a variety of communicative functions (e.g., to make a request, the student says “want more,” “more <desired item>,” or “Can I?”; to refuse, the student says “no way” or “stop it”; to comment, the student says, “That’s cool,” “I like it,” or “gross”).</p> <p>Students will: EEL.7.3. Acknowledge and respond to communication. Ex. Change affect appropriately in response to others’ communication with them – smile, eye gaze, or some form of communication. Ex. Respond to others’ communication using own form of communication (e.g., sign, communication device, single word or speech).</p>
<p>Vocabulary Acquisition and Use</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>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</p>	<p>EEL.7.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p>a. Use context to identify which word in an array of content related words is missing from a sentence.</p>	<p>Students will: EEL.7.4.a. Use context to determine the meaning of a new word. Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p>Students will: EEL.7.4.a. Use context to identify which word in an array of content-related words is missing from a sentence. Ex. Complete a maze task by using context to fill in missing words.</p> <p>Students will: EEL.7.4.a. Match vocabulary to meaning. Ex. Match a word to its meaning. Ex. Match a picture to a word.</p> <p>Students will: EEL.7.4.a. Demonstrate an understanding of the meaning of common</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
phrase.		words. Ex. Identify an object named by an adult.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	EEL.7.4.b. N/A	
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.	EEL.7.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	<p>Students will: EEL.7.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.</p> <p>Students will: EEL.7.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Ex. While reading, the student points to an unfamiliar word and asks, “What’s that?” Ex. Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading.</p> <p>Students will: EEL.7.4.c. Recognize a new word when encountered while reading or</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>communicating. Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned.</p> <p>Students will: EEL.7.4.c. Ask for help when needed. Ex. Indicate need for help by raising hand, hitting switch, etc. Ex. Use a switch to indicate understanding when asked, “Do you understand?” or need for clarification when asked, “Do you have any questions?” Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>EEL.7.4.d. N/A</p>	
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p>EEL.7.5. Demonstrate an understanding of word relationships. a. Demonstrate understanding of synonyms and antonyms.</p>	<p>Students will: EEL.7.5. Produce synonyms and antonyms. Ex. Create lists of synonyms and antonyms. Ex. When asked by the teacher, provide a word that is a synonym or antonym for a known word.</p> <p>Students will: EEL.7.5. Demonstrate understanding of synonyms and antonyms. Ex. Given a set of words, match those that are synonyms (angry = mad; begin = start) and antonyms (near ≠ far; light ≠ dark). Ex. Given a word, match it to its synonym from two choices.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. Given a word, match it to an antonym from two choices.</p> <p>Students will: EEL.7.5. Identify common words that are opposites. Ex. Select <i>cold</i> when asked to find the opposite of <i>hot</i>. Ex. When told he can have a <i>small</i> piece, indicate a desire for a <i>big</i> piece.</p> <p>Students will: EEL.7.5. Sort words into categories. Ex. Given common words, sort them into categories (e.g., <i>hot</i> versus <i>cold</i> items, <i>big</i> versus <i>small</i> items).</p>
<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p>EEL.7.5.b. N/A</p>	
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>EEL.7.5.c. N/A</p>	
<p>L.7.6. Acquire and use accurately grade-appropriate general</p>	<p>EEL.7.6. Use general academic and domain-specific words and phrases.</p>	<p>Students will: EEL.7.6. Acquire and use general academic and domain-specific words and phrases.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>Ex. Match meaning of content word or phrase to its use in a sentence (e.g., sentence strip to sentence strip).</p> <p>Ex. Answer questions about an informational text that uses new specific content vocabulary.</p> <p>Students will: EEL.7.6. Use general academic and domain-specific words and phrases. Ex. Fill in the blank with a content word choice from options. Ex. Use assigned content word or phrase in speaking or writing, such as in a one- or two-sentence content report.</p> <p>Students will: EEL.7.6. Identify general academic and domain-specific words. Ex. Match new content words to pictures. Ex. Use graphic organizers to generalize and sort old versus new words.</p> <p>Students will: EEL.7.6. Identify pictures and other symbols that represent general academic and domain-specific words. Ex. After the teacher uses photographs to teach new vocabulary to the class, point to picture when asked.</p>