

**PLANNED COURSE
ENGLISH**

Academic Standard(s) For English	
1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Content Standards	Performance Standards
A. Key Ideas and Details/Main Idea CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. E07.B-K.1.1.2	E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts. E07.B-K.1.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text: provide an objective summary of the text.
B. Key Ideas and Details/Text Analysis CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. E07.B-K.1.1.1	E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts. E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
C. Key Ideas and Details/Text Analysis/Analysis Development/Connections CC.1.2.7.C Analyze the interactions among individuals, events, and ideas in a text. E07.B-K.1.1.3	E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts. E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events; how individuals influence ideas or events).
D. Craft and Structure/Point of View CC.1.2.7.D 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. E07.B-C.2.1.1	E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. E07.B-C.2.1.1 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.
E. Craft and Structure/Text Structure CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text. E07.B-C.2.1.2	E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.

<p>F. Craft and Structure/Vocabulary CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings. E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3</p> <p>G. Integration of Knowledge and Ideas/Diverse Media CC.1.2.7.G 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>H. Integration of Knowledge and Ideas/Evaluating Arguments CC.1.2.7.H Evaluate author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. E07.B-C.3.1.1</p>	<p>E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts. E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Determine the meaning of technical words and phrases used in text.</p> <p>E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>E07.B-C.2.1 Demonstrates understanding of craft and structure in informational texts. E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.</p> <p>Evaluate and explain the similarities and differences among the audio, video, multimedia, and/or dramatic versions of a text.</p> <p>E07.B-C.3.1 Demonstrates understanding of connections within, between, and/or among informational texts. E07.B-C.3.1.1 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>
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<p>I. Integration of Knowledge and Ideas/Analysis Across Texts CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic. E07.B-C.3.1.2</p> <p>J. Vocabulary Acquisition and Use CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E07.B-V.4.1.1 E07.B-V.4.1.2</p> <p>K. Vocabulary Acquisition and Use CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E07.B-V.4.1.1</p> <p>L. Range of Reading CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>E07.B-C.3.1 Demonstrates understanding of connections within, between, and/or among informational texts. E07.B-C.3.1.2 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>E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts. E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Determine the meaning of technical words and phrases used in text.</p> <p>E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts. E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Determine the meaning of technical words and phrases used in text.</p> <p>L.N.2.2 Use appropriate strategies to compare, analyze and evaluate literary forms. L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p>
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**PLANNED COURSE
ENGLISH**

Academic Standard(s) For English	
1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Content Standards	Performance Standards
A. Key Ideas and Details/Theme CC.1.3.7.A 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. E07.A-K.1.1.2	E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature. E07.A-K.1.1.2 Demonstrate 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.
B. Key Ideas and Details/Text Analysis CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. E07.A-K.1.1.1	E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature. E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
C. Key Ideas and Details/Literary Elements CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3	E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how setting shapes the character or plot).
D. Craft and Structure/Point of View CC.1.3.7.D 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. E07.A-C.2.1.1	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature. E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
E. Craft and Structure/Text Structure CC.1.3.7.E Analyze the development of meaning through the overall structure of the text. E07.A-C.2.1.2	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

<p>F. Craft and Structure/Vocabulary CC.1.3.7.F Determine the meaning of the words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings. E07.A-V.4.1.1 E07.A-V.4.1.2 E07.A-C.2.1.3</p> <p>G. Integration of Knowledge and Ideas/Sources of Information CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).</p> <p>H. Integration of Knowledge and Ideas/Text Analysis CC.1.3.7.H 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. E07.A-C.3.1.1</p>	<p>E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>E07.A-C.2.1 Demonstrate understanding of craft and structure in literature. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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>Evaluate and explain the similarities and differences among the audio, video, multimedia, and/or dramatic versions of a text.</p> <p>E07.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts. E07.A-C.3.1.1 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>
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<p>I. Vocabulary Acquisition and Use Strategies CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E07.A-V.4.1.1</p> <p>J. Vocabulary Acquisition and Use CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E07.A-V.4.1.1 E07.A-V.4.1.2</p> <p>K. Range of Reading CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>L.F.2.2 Use appropriate strategies to compare, analyze and evaluate literary forms. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p>
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**PLANNED COURSE
ENGLISH**

Academic Standard(s) For English	
1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Content Standards	Performance Standards
A. Informative/Explanatory CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B. Informative/Explanatory/Focus CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow. E07.C.1.2.1 E07.E.1.1.1	E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and the analysis of relevant content. E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose. E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research. E07.E.1.1.1 Introduce text (s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
C. Informative/Explanatory/Content CC.1.4.7.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E07.C.1.2.2 E07.E.1.1.2	E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and the analysis of relevant content. E07.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research. E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).
D. Informative/Explanatory/Organization CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding	E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose. E07.C.1.2.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

<p>statement or section; include formatting when useful to aiding comprehension.</p> <p>E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.6 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p> <p>E. Informative/Explanatory/Style CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Use precise language. <ul style="list-style-type: none"> *Develop and maintain a consistent voice • Establish and maintain a formal style. <p>E07.C.1.2.4 E07.C.1.2.5 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5</p>	<p>E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.</p> <p>E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>E07.E.1.1.1 Introduce text (s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p> <p>E07.C.1.2 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>E07.C.1.2.4 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E07.C.1.2.5 Establish and maintain a formal style.</p> <p>E07.D.2.1 Use knowledge of language and its conventions.</p> <p>E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>E07.D.2.1.3 Maintain consistency in style and tone.</p> <p>E07.D.2.1.4 Choose punctuation for effect.</p> <p>E07.D.2.1.5 Choose words and phrases for effect.</p> <p>E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E07.E.1.1.5 Establish and maintain a formal style.</p>
<p>F. Informative/Explanatory/Conventions of Language CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8</p>	<p>E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tenses.</p> <p>E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p>

<p>E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p> <p>G. Opinion/Argumentative CC.1.4.7.G Write arguments to support claims.</p> <p>H. Opinion/Argumentative/Focus CC.1.4.7.H Introduce and state an opinion on a topic. E07.C.1.1.1 E07.E.1.1.1</p> <p>I. Opinion/Argumentative/Content CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E07.C.1.1.2 E07.E.1.1.2</p> <p>J. Opinion/Argumentative/Organization CC.1.4.7.J Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s), and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. E07.C.1.1.1</p>	<p>E07.D.1.1.8 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).</p> <p>E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p>E07.D.1.2.1 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>E07.D.1.2.2 Spell correctly.</p> <p>E07.D.1.2.3 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>E07.D.1.2.4 Use punctuation to separate items in a series.</p> <p>E.07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.</p> <p>E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>E07.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>E07.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).</p> <p>E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.</p> <p>E07.C.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E07.C.1.1.5 Establish and maintain a formal style.</p> <p>E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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<p>E07.C.1.1.3 E07.C.1.1.5 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p> <p>K. Opinion/Argumentative/Style CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>E07.C.1.1.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5</p> <p>L. Opinion/Argumentative/Conventions of Language CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p>	<p>E07.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p> <p>E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>E07.C.1.1.4 Establish and maintain a formal style.</p> <p>E07.D.2.1 Use knowledge of language and its conventions.</p> <p>E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>E07.D.2.1.3 Maintain consistency in style and tone.</p> <p>E07.D.2.1.4 Choose punctuation for effect.</p> <p>E07.D.2.1.5 Choose words and phrases for effect.</p> <p>E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>E07.E.1.1.4 use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E07.E.1.1.5 Establish and maintain a formal style.</p> <p>E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tenses.</p> <p>E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>E07.D.1.1.8 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).</p> <p>E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E07.D.1.2 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p>E07.D.1.2.1 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>
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<p>M. Narrative CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p> <p>N. Narrative/Focus CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. E07.C.1.3.1</p> <p>O. Narrative/Content CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E07.C1.3.2 E07.C1.3.4</p> <p>P. Narrative/Organization CC.1.4.7.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences or events. E07.C.1.3.1 E07.C.1.3.3 E07.C.1.3.5</p> <p>Q. Narrative/Style CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing. • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>E07.D.1.2.2 Spell correctly. E07.D.1.2.3 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. E07.D.1.2.4 Use punctuation to separate items in a series.</p> <p>E.07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.</p> <p>E07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. E07.C.1.3.1 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 to support the writer's purpose; maintain a controlling point.</p> <p>E07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. E07.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. E07.C1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. E07.C.1.3.1 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 to support the writer's purpose; maintain a controlling point. E07.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence to signal shifts from one time frame to another. E07.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>E07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. E07.C1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E07.D.2.1 Use knowledge of language and its conventions.</p>
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- Use sentences of varying lengths and complexities.
- Use precise language.
- Develop and maintain a consistent voice.

E07.C.1.3.4

E07.D.2.1.1

E07.D.2.1.2

E07.D.2.1.3

E07.D.2.1.4

E07.D.2.1.5

R. Narrative/Conventions of Language

CC.1.4.7.R

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E07.D.1.1.1

E07.D.1.1.2

E07.D.1.1.3

E07.D.1.1.4

E07.D.1.1.5

E07.D.1.1.6

E07.D.1.1.7

E07.D.1.1.8

E07.D.1.1.9

E07.D.1.2.1

E07.D.1.2.2

E07.D.1.2.3

E07.D.1.2.4

S. Response to Literature

CC.1.4.7.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

E07.E.1.1.1

E07.E.1.1.2

E07.E.1.1.3

E07.E.1.1.4

E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest and style.

E07.D.2.1.3 Maintain consistency in style and tone.

E07.D.2.1.4 Choose punctuation for effect.

E07.D.2.1.5 Choose words and phrases for effect.

E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.

E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tenses.

E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E07.D.1.1.8 Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*, *they're*).

E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.

E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *he wore an old [,] green shirt*).

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

E07.D.1.2.4 Use punctuation to separate items in a series.

E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

E07.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).

E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

<p>E07.E.1.1.5 E07.E.1.1.6</p> <p>T. Production and Distribution of Writing/Writing Process CC.1.4.7.T 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>U. Technology and Publication CC.1.4.7.U 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.</p> <p>V. Conducting Research CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>E07.E.1.1.5 Establish and maintain a formal style. E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p> <p>Apply the writing process to develop a piece of work (i.e. pre-write, draft, revise, edit and publish).</p> <p>Revise writing by examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety, and subtlety of meaning.</p> <p>Participate in peer revision groups to improve a work's focus, content, organization and style.</p> <p>Participate in peer editing groups to improve a work's conventions.</p> <p>Participate in student-teacher writing conferences to improve the work's focus, content, organization, and style.</p> <p>Participate in student-teacher writing conferences to improve the work's conventions.</p> <p>Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets, and other electronic reference material.</p> <p>Use internet technology and/or software to:</p> <ul style="list-style-type: none"> ● Map concepts ● Comprehend and extract essential ideas from texts ● Analyze and evaluate texts <p>Use a variety of media formats to communicate knowledge. Use word processing software to write in a variety of formats and modes.</p> <p>Develop a clear research question or thesis statement. Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets, and other electronic reference material. Analyze and evaluate information from sources for relevance to the research question, topic, or thesis. Synthesize information gathered from a variety of sources. Evaluate information from a variety of reference sources for its relevance to the research question, topic, or thesis. Critically evaluate primary and secondary sources for validity, perspective, bias and relationship to topic. Document sources of information including references and works cited, using an appropriate style (e.g. MLA, APA, Chicago). Follow the conventional style for the type of document and use page formats, fonts, and spacing that contribute to the readability and impact of the document. Cite all sources properly when quoting, paraphrasing and summarizing.</p>
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<p>W. Credibility, Reliability, and Validity of Sources CC.1.4.7.W 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>X. Range of Writing CC.1.4.7.X 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>Analyze and evaluate information from sources for relevance to the research question, topic or thesis. Evaluate information from a variety of reference sources for its relevance to the research question, topic or thesis. Critically evaluate primary and secondary sources for validity, perspective, bias and relationship to topic. Document sources of information including references and works cited, using an appropriate style (e.g. MLA, APA, Chicago). Cite all sources properly when quoting, paraphrasing and summarizing.</p> <p>Use appropriate strategies to compare, analyze and evaluate writing forms. Compare and evaluate the characteristics that distinguish informational writing from persuasive and narrative writing.</p>
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**PLANNED COURSE
ENGLISH**

Academic Standard(s) For English	
1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Content Standards	Performance Standards
A. Comprehension and Collaboration/ Collaborative Discussion CC.1.5.7.A Engage effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.	A. Interact effectively in discussions. <ul style="list-style-type: none"> ● maintain the focus of the discussion by contributing relevant content ● select and use appropriate language ● ask relevant and clarifying questions ● monitor the response of participants and adjust contributions accordingly ● participate in reading circles ● listen with civility to the ideas of others
B. Comprehension and Collaboration/ Evaluating Information CC.1.5.7.B Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	B. Analyze, evaluate, and synthesize information relevant to topic.
C. Comprehension and Collaboration/ Critical Listening CC.1.5.7.C Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	C. Evaluate and respond to the speaker's message by analyzing information, ideas, and opinions.
D. Presentation of Knowledge and Ideas/ Purpose, Audience, and Task CC.1.5.7.D 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.	D. Establish a clear and concise thesis, utilizing logical organization with attention to focus that is relevant to a specific audience. <ul style="list-style-type: none"> ● employ effective delivery techniques: volume, pace, eye contact, emphasis, gestures, and enunciation
E. Presentation of Knowledge and Ideas/	E. Deliver effective oral presentations, employing delivery methods relevant to mode (narrative, informative, persuasive) and style (formal or informal).

<p>Context CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>F. Presentation of Knowledge and Ideas/ Multimedia CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and emphasize salient points.</p> <p>G. Conventions of Standard English CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p>	<p>F. Utilize appropriate technology or media to convey understanding and to engage diverse audiences.</p> <ul style="list-style-type: none"> incorporate media to enhance the delivery of facts, reasons, and examples (i.e. charts, maps, diagrams, pictures, videos, etc.) <p>G. Convey ideas using vocabulary and style specific to mode and context of speech and type of audience.</p> <ul style="list-style-type: none"> recognize and differentiate between formal and informal presentations
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Assessments
<ul style="list-style-type: none"> Teacher and/or text generated quizzes and tests Journals Book reports Student essays Student projects Graphic presentations Oral reading Oral presentations Dramatic presentations Educational games Teacher generated assignments Small/large group discussions Teacher generated assessment standards Teacher developed discussion assessment standards Teacher generated questions/peer review forms Teacher monitoring Constructed Response scored with appropriate scoring guides Writing assignments scored with appropriate scoring guides Oral presentations scored with Wilkes-Barre Area English Department Speaking Assessment Rubric