

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Routines

The following standards are to be focused on during daily routines. These standards should be embedded in all that is done in the middle school classrooms. Through modeling and constant exposure, these essential standards should be mastered by the end of middle school (grades 6-8).

1.2 Reading Informational Text

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.
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.
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.
CC.1.2.7.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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 flexibility from a range of strategies and tools.

1.3 Reading Literature

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.
CC.1.3.7.E	Analyze how the structure or form of a text contributes to its meaning.
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative, connotative meanings.
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 flexibility from a range of strategies and tools.
CC.1.3.7.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

1.4 Writing

All writing genres should place emphasis on these standards.	Write with an awareness of the stylistic aspects of composition.
	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

1.5 Speaking and Listening

CC.1.5.7.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

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Quarter 1

Routines

Grade 7, Q1 should focus on the narrative writing form.

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading Informational Text	
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.
Vocabulary Acquisition and Use	
CC.1.2.7.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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 flexibility from a range of strategies and tools.
1.3 Reading Literature	
Key Ideas and Details	
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.
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.
CC.1.3.7.C	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
Craft and Structure	
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative, connotative meanings.
Integration of Knowledge and Ideas	
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.
Vocabulary Acquisition and Use	
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 flexibility from a range of strategies and tools.
CC.1.3.7.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Range of Reading	
CC.1.3.7.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
1.4 Writing	
Informative/Explanatory	
CC.1.4.7.B	Identify and introduce the topic clearly, including a preview of what is to follow.
Narrative	
CC.1.4.7.M	Write narratives to develop real or imagined experiences or events.
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.

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CC.1.4.7.O	Use narrative techniques such a dialogue, description and pacing to develop experiences and events and/pr characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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 and events.
CC.1.4.7.Q	Write with an awareness of stylistic aspects of writing.
CC.1.4.7.Q.2	Use sentences of varying lengths and complexities.
CC.1.4.7.Q.3	Use precise language.
CC.1.4.7.Q.4	Develop and maintain a consistent voice.
CC.1.4.7.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
<i>The Writing Process</i>	
CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, reworking, or trying a new approach, focusing on how well purpose and audience have been addressed.
<i>Range of Writing</i>	
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.
<i>1.5 Speaking and Listening</i>	
<i>Conventions of Standard English</i>	
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

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Quarter 2

Routines

Grade 7, Q2 should focus on the Informative/Explanatory writing form.

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1.2 Reading Informational Text	
Key Ideas and Details	
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.
CC.1.2.7.C	Analyze the interactions between individuals, events and ideas in a text.
Craft and Structure	
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.
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.
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.
Integration of Knowledge and Ideas	
CC.1.2.7.H	Evaluate an author's argument, reasoning and specific claims for the soundness of the argument and relevance of the evidence.
Vocabulary Acquisition and Use	
CC.1.2.7.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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 flexibility from a range of strategies and tools.
Range of Reading	
CC.1.2.7.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
1.3 Reading Literature	
Integration of Knowledge and Ideas	
CC.1.3.7.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.
Vocabulary Acquisition and Use	
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 flexibility from a range of strategies and tools.
CC.1.3.7.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
1.4 Writing	
Informative/Explanatory	
CC.1.4.7.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.7.B	Identify and introduce the topic clearly, including a preview of what is to follow.

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CC.1.4.7.C	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic, include illustrations and multimedia when useful to aiding comprehension.
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 statement or section; include formatting when useful to aiding comprehension. .
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition.
CC.1.4.7.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.7.E.2	Use sentences of varying lengths and complexities.
CC.1.4.7.E.3	Develop and maintain a consistent voice
CC.1.4.7.E.4	Establish and maintain a formal style
CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
<i>The Writing Process</i>	
CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, reworking, or trying a new approach, focusing on how well purpose and audience have been addressed.
<i>Range of Writing</i>	
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.
<i>1.5 Speaking and Listening</i>	
<i>Comprehension and Collaboration</i>	
CC.1.5.7.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
<i>Conventions of Standard English</i>	
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

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Quarter 3

Routines

Grade 7, Q3 should focus on the Informative/Explanatory

Highlighted standards are spiraled from one quarter to the next

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1.2 Reading Informational Text	
<i>Key Ideas and Details</i>	
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.
<i>Craft and Structure</i>	
CC.1.2.7.F	Determine the meaning of words and phrases as they are used un grade-level reading and content, including interpretation of figurative connotative and technical meanings.
<i>Integration of Knowledge and Ideas</i>	
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).
CC.1.2.7.I	Analyze how two or more authors present and interpret facts on the same topic.
1.3 Reading Literature	
<i>Craft and Structure</i>	
CC.1.3.7.D	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CC.1.3.7.E	Analyze how the structure or form of a text contributes to its meaning.
1.4 Writing	
<i>Informative/Explanatory</i>	
CC.1.4.7.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.7.B	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.7.C	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic, include illustrations and multimedia when useful to aiding comprehension.
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 statement or section; include formatting when useful to aiding comprehension.
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition.
CC.1.4.7.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.7.E.2	Use sentences of varying lengths and complexities.
CC.1.4.7.E.3	Develop and maintain a consistent voice
CC.1.4.7.E.4	Establish and maintain a formal style
CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
<i>Opinion/Argumentative</i>	
CC.1.4.7.H	Introduce the topic and state an opinion on the topic.
CC.1.4.7.K.4	Establish and maintain a formal style.
<i>Narrative</i>	
CC.1.4.7.Q.1	Choose language that expresses ideas precisely and concisely, recognizing and eliminative wordiness and redundancy.
<i>The Writing Process</i>	

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CC.1.4.7.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, reworking, or trying a new approach, focusing on how well purpose and audience have been addressed.
<i>Technology and Publication</i>	
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, including linking to and citing sources.
<i>Range of Writing</i>	
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.
<i>1.5 Speaking and Listening</i>	
<i>Comprehension and Collaboration</i>	
CC.1.5.7.B	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.
<i>Conventions of Standard English</i>	
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

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Quarter 4

Routines

Q4 should focus on **Opinion/Argumentative** writing forms.

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading Informational Text	
Key Ideas and Details	
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.
Integration of Knowledge and Ideas	
CC.1.2.7.H	Evaluate an author's argument, reasoning and specific claims for the soundness of the argument and relevance of the evidence.
Range of Reading	
CC.1.2.7.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
1.4 Writing	
Informative/Explanatory	
CC.1.4.7.C	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic, include illustrations and multimedia when useful to aiding comprehension.
Opinion/Argumentative	
CC.1.4.7.G	Write arguments to support claims.
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.
CC.1.4.7.J	Organize the claim(s) with clear reasons and evidence clearly; clarify the 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.
CC.1.4.7.K	Write with an awareness of stylistic aspects of composition.
CC.1.4.7.K.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.7.K.2	Use sentences of varying lengths and complexities.
CC.1.4.7.K.3	Develop and maintain a consistent voice.
CC.1.4.7.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage, capitalization, punctuation and spelling.
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.
The 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, reworking, or trying a new approach, focusing on how well purpose and audience have been addressed.
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, including linking to and citing sources.
Conducting Research	

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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.
<i>Credibility, Reliability and Validity of Sources</i>	
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.
<i>Range of Writing</i>	
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.
1.5 Speaking and Listening	
<i>Comprehension and Collaboration</i>	
CC.1.5.7.C	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.
<i>Presentation and Integration of Knowledge and Ideas</i>	
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.
CC.1.5.7.E	Adapt speech to a variety of context and tasks.
CC.1.5.7.F	Include multimedia components and visual displays in presentations to clarify claims and findings that emphasize salient points.
<i>Conventions of Standard English</i>	
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.