

**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**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.

**Essential Skills and Concepts:**

- ☐ Reading comprehension
- ☐ Analyze the text
- ☐ Identify explicit textual evidence
- ☐ Cite Evidence
- ☐ Draw inferences
- ☐ Support inference using textual evidence

**Question Stems and Prompts:**

- ✓ What textual evidence did you identify to support your analysis of the text? Cite several examples.
- ✓ What inferences can you draw from your analysis of the text?
- ✓ Show me in the text what makes you think that\_\_\_\_\_?
- ✓ What can you infer from this paragraph? Explain your thinking.

**Academic Vocabulary**

- cite
- analyze
- explicit
- inferences
- textual evidence
- conclude

**Spanish Cognates**

- citar
- analizar
- explicito
- inferencias
- concluir

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**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.

**Essential Skills and Concepts:**

- ☐ Reading Comprehension
- ☐ Recognize and analyze theme development
- ☐ Make inferences
- ☐ Write an objective summary of the text

**Question Stems and Prompts:**

- ✓ What is the theme or central idea?
- ✓ Cite evidence from the text to support your determination of the theme/central idea.
- ✓ \_\_\_\_\_ best captures the theme.
- ✓ An example of how the theme recurs/is developed in the text is\_\_\_\_\_.
- ✓ How can you objectively summarize the text ?

**Academic Vocabulary**

- determine
- theme
- central idea
- analyze
- objective
- summarize
- cite evidence

**Spanish Cognates**

- determinar
- tema
- idea central
- analizar
- objetivo
- resumir

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Essential Skills and Concepts:**

- ☐ Analyze elements of story/drama
- ☐ Describe how characters change throughout a story or drama
- ☐ Describe how story elements influence the characters as the plot moves towards resolution

**Question Stems and Prompts:**

- ✓ Describe the plot of a story or drama.
- ✓ How does the plot unfold?
- ✓ Describe the problem. How was it resolved?
- ✓ An example of how the plot is shaped by the setting is\_\_\_\_\_.
- ✓ What can you infer about plot and how it is shaped by the setting?
- ✓ An example of how a character evolves with the plot is\_\_\_\_\_.
- ✓ What can you infer about the character and how he is shaped by the setting?
- ✓ How does the setting shape the plot or the characters?
- ✓ How does the use of dialogue help the reader understand character and plot?

**Academic Vocabulary**

- analyze
- setting
- character
- character traits
- plot
- drama
- infer
- inference

**Spanish Cognates**

- analizar
- personaje
- características
- drama
- inferir
- inferencia

**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**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 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. (See **grade 7 Language standards 4-6 for additional expectations.**) CA

**Essential Skills and Concepts:**

- ☐ Understand connotations/denotations
- ☐ Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- ☐ Identify repetition of sounds (rhyme scheme, alliteration, assonance)
- ☐ Understand how word choice impacts meaning
- ☐ Understand how word choice impacts tone

**Question Stems and Prompts:**

- ✓ What does the word/phrase \_\_\_\_\_ mean in this selection?
- ✓ The word/phrase is an example of\_\_\_\_\_.
- ✓ Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- ✓ How is rhyme used in this verse or stanza? What is its impact?
- ✓ How does the author's use of alliteration (repetition of sounds) impact the tone of the text?
- ✓ According to this passage, an\_\_\_\_\_ is like a \_\_\_\_\_because both\_\_\_\_\_.
- ✓ The author uses connotation to\_\_\_\_\_.

**Academic Vocabulary**

- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- tone
- word choice
- determine

**Spanish Cognates**

- analizar
- específico
- impacto
- tono
- determinar

**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**RL.7.5**

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**Essential Skills and Concepts:**

- ☐ Understand and identify types of drama and poetry
- ☐ Analyze the form or structure of drama and poetry
- ☐ Interpret the meaning of drama and poetry
- ☐ Understand and analyze how text structure contributes to the meaning of a drama or poem

**Question Stems and Prompts:**

- ✓ What is the structure of the text?
- ✓ What is the meaning of the text?
- ✓ How does the structure of the text contribute to its meaning?
- ✓ How does the sentence, chapter, scene, or stanza fit into the overall structure of a \_\_\_\_\_?
- ✓ How would the meaning of the poem /drama have been different if it were written as a \_\_\_\_\_?

**Academic Vocabulary**

- drama
- poem
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot

**Spanish Cognates**

- drama
- poema
- analizar
- escena
- estructura del texto
- tema

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Essential Skills and Concepts:**

- ☐ Understand and identify various points of view
- ☐ Understand and explain the development of the narrators or speakers point of view.
- ☐ Contrast points of view

**Question Stems and Prompts:**

- ✓ Which words from the text show that it is written in \_\_\_\_\_ person?
- ✓ The selection is told from the point of view of \_\_\_\_\_.
- ✓ What perspective or point of view does each character have?
- ✓ How/why does \_\_\_\_\_'s point of view differ from that of another character?
- ✓ How does the author's word choice help to develop the narrator's or speaker's point of view?

**Academic Vocabulary**

- author
- point of view
- develop
- narrator
- omniscient
- subjective
- objective

**Spanish Cognates**

- autor(a)
- punto de vista
- narrador(a)
- omnisciente
- sujeto
- objeto

**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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 focus and angles in a film).

**Essential Skills and Concepts:**

- ❑ Compare & contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
- ❑ Analyze effects unique to each medium
  - Lighting
  - Sound
  - Color
  - Camera focus
  - Camera angles

**Question Stems and Prompts:**

- ✓ How does reading a story compare to the audio or video version?
- ✓ What medium most impacts your understanding of the selected work?
- ✓ Select an event from the book and compare it to a scene from the production. How are they different and why?
- ✓ Evaluate the effectiveness of the media techniques used to portray the work.

**Academic Vocabulary**

- compare
- contrast
- medium
- audio
- drama
- poem
- film
- stage
- multimedia
- production

**Spanish Cognates**

- comparar
- contrastar
- audio
- drama
- poema
- filmar (v.t.)
- producción

Standard RL.7.8 not applicable

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**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.

**Essential Skills and Concepts:**

- ❑ Distinguish between historical fiction and historical accounts
- ❑ Identify the historical event in terms of time, place, and/or character
- ❑ Identify how the author used or altered history to write a fictional portrayal
- ❑ Compare and contrast the historical events as they were portrayed in the fictional story to the historical account of the same event

**Question Stems and Prompts:**

- ✓ How does the author use/alter history to \_\_\_\_\_?
- ✓ How are historical events and the fictional event the same and/or different?
- ✓ How does the author's portrayal of the character compare to historical accounts?
- ✓ What could the author have done to provide a more accurate portrayal of the time period/place?

**Academic Vocabulary**

- Compare
- Contrast
- historical novel
- historical account
- historical event
- fiction
- alter
- accurate (precise)

**Spanish Cognates**

- comparar
- contrastar
- novela histórica
- ficción
- alterar
- preciso

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**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.

**Essential Skills and Concepts:**

- ☐ Read various forms of literature fluently
- ☐ Demonstrate comprehension of various forms of literary text
- ☐ Read independently and comprehend complex texts
- ☐ Make an effort to independently read texts of increasing complexity
- ☐ Monitor comprehension

**Question Stems and Prompts:**

- ✓ What have you read independently lately?
- ✓ What genres have you recently read?
- ✓ What genre did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literature?
- ✓ What made this text or reading complex?
- ✓ Briefly summarize the plot and theme of the text.

**Academic Vocabulary**

- genre
- literature
- drama
- poetry
- fluency
- comprehension

**Spanish Cognates**

- género
- literatura
- drama
- poesia
- fluidez
- comprensión

**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**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.

**Essential Skills and Concepts:**

- ☐ Reading comprehension
- ☐ Analyze the text
- ☐ Identify explicit textual evidence
- ☐ Cite evidence
- ☐ Draw inferences
- ☐ Support inference using several pieces from the text

**Question Stems and Prompts:**

- ✓ What is your analysis of the text?
- ✓ What textual evidence did you identify to support your analysis of the text? Cite several examples.
- ✓ What inferences can you draw from your analysis of the text?
- ✓ Show me in the text what makes you think that\_\_\_\_\_.

**Academic Vocabulary**

- cite
- analyze
- explicit
- textual evidence
- draw inferences

**Spanish Cognates**

- citar
- analizar
- explicito

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RI.7.2**

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**Essential Skills and Concepts:**

- ☐ Reading Comprehension
- ☐ Determine central ideas
- ☐ Analyze development of central ideas
- ☐ Formulate an objective summary of the text

**Question Stems and Prompts:**

- ✓ What is the central idea? Is there more than one central idea?
- ✓ How are the central ideas developed?
- ✓ Cite evidence from the text to support your determination of the central idea.
- ✓ An example of how the central idea recurs in the text is\_\_\_\_\_.
- ✓ Provide an objective summary of the text?

**Academic Vocabulary**

- determine
- central idea
- analyze
- objective
- summary

**Spanish Cognates**

- determinar
- idea central
- analizar
- objeto
- resumir

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**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).

**Essential Skills and Concepts:**

- ☐ Identify individuals, events and ideas
- ☐ Analyze the interaction between individuals, events and ideas

**Question Stems and Prompts:**

- ✓ What change of events was influential?
- ✓ How did one individual influence another?
- ✓ What interaction influenced future events?
- ✓ Explain how this or these individual(s) influenced ideas or events.

**Academic Vocabulary**

- analyze
- illustrate
- explain
- elaborate
- events
- individuals
- interactions
- influence
- detail (noun, verb)

**Spanish Cognates**

- analizar
- ilustrar
- explicar
- elaborar
- individuos
- interacciones
- influir
- detalles

**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**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 impact of a specific word choice on meaning and tone. **(See grade 7 Language standards 4-6 for additional expectations.) CA**

**Essential Skills and Concepts:**

- ☐ Identify and interpret connotations
- ☐ Identify and interpret figurative language
- ☐ Identify and interpret technical language
- ☐ Analyze impact of word choice on meaning & tone

**Question Stems and Prompts:**

- ✓ What does the word/phrase \_\_\_\_\_ mean in this selection?
- ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ✓ Which of the following synonyms is closest in the meaning to the word \_\_\_\_\_?
- ✓ The author uses connotation to \_\_\_\_\_.
- ✓ What is the technical meaning of the word?
- ✓ What message does the author convey?
- ✓ What is the tone of the selection?
- ✓ How does the author's word choice impact the meaning and tone of the passage?

**Academic Vocabulary**

- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- repetition

**Spanish Cognate**

- frases
- analizar
- específico
- impacto
- tono
- repetición

**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**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.

- a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA**

**Essential Skills and Concepts:**

- ☐ Identify and analyze text structures
- ☐ Analyze the use of text features
- ☐ Compare and contrast overall structure in two or more texts
- ☐ Analyze public documents
- ☐ Understand part to whole organizational structure
- ☐ Understand and analyze how parts (sentences, paragraphs, chapters, or sections) contribute to the whole (development of ideas).

**Question Stems and Prompts:**

- ✓ What is the text structure of each text?
- ✓ How does the structure of each text contribute to its meaning?
- ✓ How are the text structures similar/different?
- ✓ How do paragraph \_\_\_\_\_ and \_\_\_\_\_ relate to each other? How do they support the author's position?
- ✓ How are text features used in this document?
- ✓ What effect do the text features have on the reader, and why?

**Academic Vocabulary**

- analyze
- text structure
- major
- sections
- contribute
- graphics
- headers
- captions

**Spanish Cognates**

- analizar
- estructura del texto
- secciones
- contribuir
- gráficos

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**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.

**Essential Skills and Concepts:**

- ☐ Identify and analyze point of view
- ☐ Identify and analyze purpose
- ☐ Understand and explain how the point of view/purpose is distinguished from that of others

**Question Stems and Prompts:**

- ✓ What is the author's point or view or purpose?
- ✓ How does the author's word choice help develop the point of view/purpose?
- ✓ How does the author distinguish his/her position from that of others?

**Academic Vocabulary**

- author
- point of view
- develop
- narrator
- speaker in text

**Spanish Cognates**

- autor
- punto de vista
- narrador



**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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).

**Essential Skills and Concepts:**

- ❑ Compare & contrast the experience of reading a text to listening to or viewing an audio, video, or multimedia version of the text
- ❑ Analyze and compare the portrayal of the subject in each medium

**Question Stems and Prompts:**

- ✓ How does reading the text compare to the audio or video version?
- ✓ What medium most impacts your understanding of the selected work?
- ✓ Select an event from the text and compare it to a scene from the production. How are they different and why?
- ✓ Evaluate the effectiveness of the media techniques used to portray the work.
- ✓ How did the delivery of the speech affect the impact of the words?

**Academic Vocabulary**

- integrate
- evaluate
- format
- compare
- contrast
- text
- information
- analyze
- portrayal (representation)
- delivery
- impact
- summarize

**Spanish Vocabulary**

- integrar
- evaluar
- formato
- comparar
- contrastar
- texto
- información
- analizar
- representación
- impacto
- resumir

**Anchor Standard**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**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.

**Essential Skills and Concepts:**

- ❑ Understand how claims and/or arguments are supported by evidence from the text
- ❑ Trace the specific claims of an argument
- ❑ Evaluate evidence relevant to the claims

**Question Stems and Prompts:**

- ✓ What is the argument in the text?
- ✓ Identify the claims used to support the argument.
- ✓ What evidence is relevant?
- ✓ Are these claims valid/invalid, and if so, why?
- ✓ Is there sufficient evidence to support the claims?
- ✓ Is the argument well developed and supported?  
Explain your answer.

**Academic Vocabulary**

- evaluate
- argument
- sound (sensible)
- reasoning
- relevant (pertinent)
- sufficient
- evidence
- support
- claims

**Spanish Cognate**

- evaluar
- argumento
- sensato
- razonamiento
- pertinente
- suficiente
- reclamaciones

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**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.

**Essential Skills and Concepts:**

- ☐ Compare & contrast two texts
- ☐ Identify and analyze interpretation of facts
- ☐ Identify and analyze use of evidence

**Question Stems and Prompts:**

- ✓ Identify the topic both authors address.
- ✓ How do their interpretation of facts differ?
- ✓ What evidence does each author use to shape his/her presentation of key information?
- ✓ How does the evidence differ?
- ✓ How does one author advance a different interpretation of the facts as compared to the other author?

**Academic Vocabulary**

- advance
- analyze
- compare
- contrast
- difference
- genre
- event
- evidence
- key information
- perspective
- point of view
- presentation
- similar

**Spanish Cognates**

- avanzar
- analizar
- comparar
- contrastar
- diferencia
- perspectiva
- punto de vista
- presentación
- similar

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**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.

**Essential Skills and Concepts:**

- ☐ Read various forms of literary nonfiction fluently
- ☐ Demonstrate comprehension of various forms of literary text
- ☐ Read independently and comprehend complex texts
- ☐ Make an effort to independently read texts of increasing complexity
- ☐ Monitor comprehension

**Question Stems and Prompts:**

- ✓ What have you read independently lately?
- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ What topic did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literary nonfiction?
- ✓ What makes this text or reading complex?
- ✓ Briefly summarize the central idea of the text.

**Academic Vocabulary**

- comprehension
- drama
- fluency
- informational text
- literature
- nonfiction
- poetry

**Spanish Cognates**

- comprensión
- drama
- fluidez
- texto informativo
- literatura
- no ficción
- poesia

**Anchor Standard**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.7.1**

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce a claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA**
- b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA**
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**Essential Skills and Concepts:**

- ☐ Establish and maintain formal text structure
- ☐ Use words, phrases, and clauses to create cohesion
- ☐ Sustain an objective style and tone
- ☐ Understand the purpose of writing
- ☐ Understand expository text structure
- ☐ Understand starting point, purpose, form, audience, voice, and point of view
- ☐ Use precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader
- ☐ Write a multi-paragraph essay
- ☐ Provide a concluding statement

**Question Stems and Prompts:**

- ✓ Introduce a claim, acknowledge and address alternate/opposing claims.
- ✓ Use evidence to support your claim.
- ✓ In sentence\_\_\_\_\_, the author supports his counter argument with relevant evidence.
- ✓ Which sentences best support the counterargument?
- ✓ Does the data come from a credible source?
- ✓ Write a concluding statement to support the argument presented.

**W.7.1 – (Continued)**

Academic Vocabulary	Spanish Cognates
<ul style="list-style-type: none"> <li>arguments/counterarguments</li> </ul>	<ul style="list-style-type: none"> <li>argumentos/argumentos contrarios</li> </ul>
<ul style="list-style-type: none"> <li>claims/alternate or opposing claims</li> </ul>	
<ul style="list-style-type: none"> <li>address</li> </ul>	
<ul style="list-style-type: none"> <li>relevant evidence</li> </ul>	
<ul style="list-style-type: none"> <li>credible source</li> </ul>	
<ul style="list-style-type: none"> <li>topic</li> </ul>	
<ul style="list-style-type: none"> <li>text</li> </ul>	<ul style="list-style-type: none"> <li>texto</li> </ul>
<ul style="list-style-type: none"> <li>persuade</li> </ul>	<ul style="list-style-type: none"> <li>persuadir</li> </ul>
<ul style="list-style-type: none"> <li>style</li> </ul>	<ul style="list-style-type: none"> <li>estilo</li> </ul>
<ul style="list-style-type: none"> <li>conclusion</li> </ul>	<ul style="list-style-type: none"> <li>conclusión</li> </ul>
<ul style="list-style-type: none"> <li>cohesion</li> </ul>	<ul style="list-style-type: none"> <li>cohesión</li> </ul>
<ul style="list-style-type: none"> <li>supporting evidence</li> </ul>	

**Anchor Standard**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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.

- a. Introduce a topic **or thesis statement** 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. **CA**
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Essential Skills and Concepts:**

- ☐ Be able to organize ideas, concepts, and information prior to writing
- ☐ Be able to develop a topic using relevant facts, definitions, quotations, and concrete details
- ☐ Understand how to write a cohesive, precise thesis statement
- ☐ Be able to establish and maintain a formal style when writing multi-paragraph essays
- ☐ Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts
- ☐ Understand how to write a concluding statement that follows from and supports the information or explanation presented

**Question Stems and Prompts:**

- ✓ Identify the thesis statement in the selection.
- ✓ What is the author's thesis?
- ✓ Which sentences best support the author's thesis?
- ✓ How does the author organize his ideas?
- ✓ List the details used by the author to convey his ideas.

**W.7.2 – (Continued)**

- ✓ What charts & tables does the author provide to support his thesis?
- ✓ How could the author use multimedia to aid in comprehension?
- ✓ How could the author use cause/effect to better convey his ideas?
- ✓ What additional comparisons could the author make to analyze the content?
- ✓ Is research cited? If so, how?
- ✓ How does the author conclude?
- ✓ Does the conclusion support the information or explanation presented?

**Academic Vocabulary****Spanish Cognates**

- |                    |                      |
|--------------------|----------------------|
| • analysis         | análisis             |
| • cause/effect     | causa/efecto         |
| • classification   | clasificación        |
| • cohesion         | cohesión             |
| • compare/         | comparar/            |
| • contrast         | contrastar           |
| • conclusion       | conclusión           |
| • concrete         |                      |
| • convey           |                      |
| • definition       | definición           |
| • domain-specific  |                      |
| • explanatory      | explicativo          |
| • formal style     | estilo formal        |
| • formatting       | formateando          |
| • heading          |                      |
| • informative      | informativo          |
| • introduction     | introducción         |
| • organization     | organización         |
| • relevant content | contenido pertinente |
| • selection        | selección            |
| • thesis statement |                      |
| • topic            |                      |
| • transitions      | transición           |

**Anchor Standard**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.7.3**

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects the narrated experiences or events.

**Essential Skills and Concepts:**

- ☐ Understand the narrative organizational text structure
- ☐ Understand how the author engages and orients the reader by establishing a context and point of view
- ☐ Understand how the author engages and orients the reader by introducing a narrator and/or character
- ☐ Understand how the author engages and orients the reader by organizing an event sequence that unfolds naturally and logically
- ☐ Understand narrative techniques: dialogue, pacing, & description
- ☐ Understand how the author uses narrative techniques to develop experiences, events and/or characters
- ☐ Understand how the author uses a variety of transition words and phrases to convey sequence and signal shifts from one time frame or setting to another
- ☐ Understand story plot line: exposition, rising action (complication/problem) climax (crisis), falling action, and resolution of problem
- ☐ Understand use of literary devices
- ☐ Understand reflection; be able to reflect on experiences to provide a conclusion

**W.7.3 – (Continued)****Question Stems and Prompts:**

- ✓ What is the main problem or conflict in the story?
- ✓ In which sentences does the author establish his/her point of view?
- ✓ How does the author introduce the narrator? Who is the narrator?
- ✓ Name the first event that leads to the unfolding of the story.
- ✓ Which significant events reveal the problem in the story?
- ✓ Identify the details the author uses to create the mood of the story.
- ✓ Is foreshadowing used in the story? If so, how?
- ✓ How does the author convey shifts from one time period to another? Name the events that detail these shifts.
- ✓ How does the author use dialogue to develop the plot?
- ✓ How does \_\_\_\_\_ affect the plot?
- ✓ How do the characters impact the problem?
- ✓ How do the characters impact the resolution?
- ✓ How does \_\_\_\_\_ change throughout the story?
- ✓ Identify the details of the event that indicate the problem has been resolved.

**Academic Vocabulary****Spanish Cognates**

- |                          |                      |
|--------------------------|----------------------|
| • beginning, middle, end |                      |
| • characters             |                      |
| • concrete               | concreto             |
| • context                | contexto             |
| • convey                 |                      |
| • descriptive language   | lenguaje descriptivo |
| • dialogue               | diálogo              |
| • engage                 |                      |
| • event sequence         |                      |
| • mood                   |                      |
| • narrator               | narrador             |
| • orient                 |                      |
| • pacing                 |                      |
| • plot                   |                      |
| • point of view          | punto de vista       |
| • precise                | preciso              |
| • reflect                | reflexionar          |
| • resolution             | resolución           |
| • rising action          |                      |
| • sensory details        |                      |
| • setting                |                      |

**Anchor Standard**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.)

**Essential Skills and Concepts:**

- ❑ Organize ideas, concepts, and information prior to writing
- ❑ Understand the writing task
- ❑ Understand the purpose for writing
- ❑ Understand the audience
- ❑ Write well-constructed sentences
- ❑ Know how to write a clear, concise thesis statement
- ❑ Write well-crafted paragraphs
- ❑ Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts
- ❑ Be able to understand and use the writing process
- ❑ Be able to write a strong conclusion that supports ideas presented in the writing

**Question Stems and Prompts:**

- ✓ What form of writing does the writing prompt call for? How do you know?
- ✓ Who is the audience?
- ✓ How will you organize your thinking before beginning to write?
- ✓ Will your writing include a thesis statement?
- ✓ How will you conclude your writing?
- ✓ What is your task or purpose for writing?
- ✓ What style will you use? Formal? Informal?
- ✓ What can you add in this paragraph to make your writing clearer?

**Academic Vocabulary**

- |                |              |
|----------------|--------------|
| • organization | organización |
| • style        | estilo       |
| • task         | tarea        |
| • purpose      | propósito    |
| • audience     | audiencia    |

**Anchor Standard**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**Essential Skills and Concepts:**

- ❑ Organize information prior to writing
- ❑ Implement the writing process by: planning, revising, editing, and rewriting
- ❑ Edit for language conventions
- ❑ Understand the purpose for writing
- ❑ Understand and address the audience
- ❑ Craft a clear, concise thesis statement
- ❑ Write well-constructed sentences
- ❑ Craft well written paragraphs
- ❑ Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts
- ❑ Write a strong conclusion that supports ideas presented in the writing

**Question Stems and Prompts:**

- ✓ How could you change the lead, order of events, organization of information, or \_\_\_\_\_ for your audience or purpose?
- ✓ Which would be the best opening sentence?
- ✓ Which would be the best thesis statement?
- ✓ What is the best title for this selection?
- ✓ What sentence best concludes this selection?
- ✓ Which sentence can be deleted without changing the meaning of the selection?

**Academic Vocabulary**

- |                        |                           |
|------------------------|---------------------------|
| • editing              |                           |
| • language conventions | convenciones del lenguaje |
| • organization         | organización              |
| • planning             | planificación             |
| • revising             | revisando                 |
| • rewriting            |                           |



**Anchor Standard**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**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.

**English Skills and Concepts:**

- ☐ Be able to keyboard accurately
- ☐ Possess computer literacy
- ☐ Know how to use computer publishing software
- ☐ Know how to format and design page layouts
- ☐ Know how to embed links into a document
- ☐ Know how to access collaborative sources to discuss topics of interest
- ☐ Use email, blogs, Edmodo, Moodle, Schoology, Google Classroom and other media/technology to interact and collaborate with others.

**Question Stems and Prompts:**

- ✓ How will you use technology to create this document?
- ✓ How do you format a document before writing?
- ✓ How can you include a link to resources within your document?
- ✓ Use grammar and spell check.
- ✓ How did you use technology to interact and collaborate with others?

**Academic Vocabulary**

- |               |             |
|---------------|-------------|
| • cite        | citar       |
| • collaborate | colaborar   |
| • interact    | interactuar |
| • link        | conexión    |
| • produce     | producir    |
| • publish     | publicar    |
| • technology  | tecnología  |

**Anchor Standard**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.7.7**

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**Essential Skills and Concepts:**

- ☐ Know steps of an investigation
- ☐ Know how to use computer publishing software
- ☐ Know how to format and design page layouts
- ☐ Know how to use internet search engines
- ☐ Know how to embed links into a document
- ☐ Know how to research a topic using the internet
- ☐ Know how to create a bibliography
- ☐ Be able to locate resources: online, newspaper, library books, interviews, magazines, speakers

**Question Stems and Prompts:**

- ✓ If you need information on \_\_\_\_ you could type which key words?
- ✓ What new questions do you have? How will you use them in your research?
- ✓ You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first? Why?
- ✓ What question does your essay/report answer?
- ✓ Which thesis statement is the best for this essay?
- ✓ Which bibliography entry is cited correctly?
- ✓ How do you cite a bibliography entry for a \_\_\_\_\_?

**Academic Vocabulary**

- bibliography
- generate
- inquiry
- internet search
- investigation
- key words
- precise
- project
- research
- site source
- synthesize

**Spanish Cognates**

- bibliografía
- generar
- investigación
- preciso
- proyecto
- sintetizar

**Anchor Standard**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

**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.

**Essential Skills and Concepts:**

- ☐ Know how to gather relevant information from digital sources
- ☐ Know how to gather relevant information from multiple print sources
- ☐ Know how to assess the credibility of each source
- ☐ Know how to assess the accuracy of each source
- ☐ Know how to quote/paraphrase data without plagiarizing
- ☐ Be able to create a bibliography using a standard format for citation
- ☐ Create a bibliography

**Question Stems and Prompts:**

- ✓ How do you know that the source is credible?
- ✓ How do you know that data is accurate?
- ✓ What standard format did you use when citing sources for your bibliography?
- ✓ How do you site a digital source?
- ✓ How is a digital source cited differently than a printed source?
- ✓ Summarize the information found in these data.
- ✓ What can you conclude from the data?

**Academic Vocabulary**

- bibliography
- credibility
- citation
- digital source
- paraphrase
- plagiarism
- quotation marks
- quote
- relevant (pertinent)
- research
- source
- summarize

**Spanish Cognates**

- bibliografía
- credibilidad
- citación
- parafrasear
- plagio
- cotizaciones
- pertinente
- resumir

**Anchor Standard**

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

**W.7.9**

Draw evidence from literary or informational text to support analysis, reflection and research.

- a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

**Essential Skills and Concepts:**

- ☐ Draw evidence from a literary/informational text
- ☐ Analyze information & be able to support your analysis
- ☐ Be able to synthesize information and reflect
- ☐ Compare & contrast fictional portrayal of time place, or character and historical account of the same period
- ☐ Understand how authors of fiction use or alter history
- ☐ Know how to trace the argument and specific claims in a text
- ☐ Know how to evaluate the argument and specific claims in the text

**Question Stems and prompts:**

- ✓ After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (an essay or substitute) in which you argue \_\_\_\_\_ (content). Support your position with evidence from the text(s). *Argument*
- ✓ After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (a report, essay or substitutes) in which you analyze \_\_\_\_\_ (content), providing examples to clarify your analysis. *Informative/Explanatory*
- ✓ After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (a narrative or substitute) from the perspective of \_\_\_\_\_ (content). *Narrative* (<http://ldc.org/resources>)



**W.7.9 (Continued)****Academic Vocabulary**

- analyze
- compare/contrast
- draw evidence
- evaluate
- historical account
- reflect/reflection
- relevant
- research
- sound reasoning
- sufficient
- support
- trace

**Spanish Cognates**

- analizar
- comparer/contrastar
- evaluar
- reflexionar/reflexión
- pertinente
- suficiente

**Anchor Standard**

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 tasks, purposes, and audiences.

**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.

**Essential Skills and Concepts:**

- ☐ Understand the purpose for writing
- ☐ Understand and address the audience
- ☐ Craft a clear, concise thesis statement
- ☐ Write well-constructed sentences
- ☐ Craft well written paragraphs
- ☐ Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts.
- ☐ Edit for language conventions
- ☐ Write a strong conclusion that supports ideas presented in the writing

**Question Stems and Prompts:**

- ✓ What is the purpose of this writing?
- ✓ Who is the audience?
- ✓ Identify the thesis statement.
- ✓ Is the thesis statement supported by evidence that can be traced throughout the writing?
- ✓ The transition \_\_\_\_\_ could be replaced by\_\_\_\_\_.
- ✓ Could additional revisions be made? Where?
- ✓ How could the sentence \_\_\_\_\_ be revised?
- ✓ How does the conclusion reflect the thesis? Give examples.

**Academic Vocabulary**

- reflection
- revision
- rough draft
- editing
- summary

**Spanish Cognates**

- reflexión
- revisión
- resumen

**Anchor Standard**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**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.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**Essential Skills and Concepts:**

- ☐ Prepare for collaborative discussions
- ☐ Know how to incorporate evidence or information into the discussion which is relevant to the topic
- ☐ Know the rules for participating in a discussion
- ☐ Assign and assume roles in the discussion
- ☐ Set goals and deadlines, then track progress
- ☐ Pose and respond to questions posed by others
- ☐ Make relevant comments that help return the discussion to the topic
- ☐ Be willing to acknowledge new information expressed by others
- ☐ Be willing to modify your own views based on the comments and information of others

**Question Stems and Prompts:**

- ✓ How did you prepare for today's discussion?
- ✓ What are some questions you might ask during the discussion?
- ✓ Based on what you read, what might you want to discuss more deeply with your group?
- ✓ What are some rules that help make the discussion collegial?
- ✓ What is your role in the discussion?
- ✓ What are the specific goals of the discussion, and long do we have to meet them?

**SL.7.1 – (Continued)**

- ✓ How will we track the progress?
- ✓ How will you contribute to the progress of the group?
- ✓ Reflect on what you heard, what ideas can you add to the discussion?
- ✓ Have your partners said anything that made you change your ideas? Did you acknowledge them?
- ✓ Use this language frame: I agree/disagree with what you said.
- ✓ Use this language frame: In addition to what \_\_\_\_\_ said, I think...

**Academic Vocabulary****Spanish Cognates**

- |               |             |
|---------------|-------------|
| • acknowledge |             |
| • collegial   | colegiado   |
| • elicit      |             |
| • evidence    |             |
| • explicit    | explícito   |
| • modify      | modificar   |
| • pose/probe  |             |
| • reflect     | reflexionar |
| • research    |             |
| • warranted   |             |

**Anchor Standard**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**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.

**Essential Skills and Concepts:**

- ❑ Be able to identify and analyze main ideas in diverse media and formats
- ❑ Be able to identify and analyze supporting details and ideas in diverse media and formats
- ❑ Be able to explain how ideas, information, or data clarify a topic, text or issue under study

**Question Stems and Prompts:**

- ✓ What is the main idea of \_\_\_\_\_?
- ✓ Did you evaluate how those ideas are presented in the different media? Is the message the same?
- ✓ How does using visual media/formats help clarify the ideas within a topic of study?
- ✓ Which format or media made the topic easier for you to understand?
- ✓ What were some of the supporting details presented?
- ✓ Why would presenting ideas and information in a quantitative format make it easier to understand?

**Academic Vocabulary**

- analyze
- clarify
- diverse
- formats
- main ideas
- orally
- quantitatively
- supporting details
- visually
- media

**Spanish Cognates**

- analizar
- aclarar
- diverso
- formatos
- oralmente
- cuantitativamente
- visualmente
- los medios de comunicación

**Anchor Standard**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**SL.7.3**

Delineate a speaker's argument and specific claims, **and attitude toward the subject**, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**CA****Essential Skills:**

- ❑ Understand the difference between argument and claims
- ❑ Distinguish between sound and unsound reasoning
- ❑ Identify the attitude the speaker has toward a subject by analyzing the content and the delivery
- ❑ Understand that some claims introduced may not be relevant to the topic
- ❑ Recognize that the evidence offered may not be sufficient or substantial

**Question Stems and Prompts:**

- ✓ Can you identify the speaker's reasons for making certain claims?
- ✓ Is the speaker's argument valid? Why or why not?
- ✓ Are the claims the speaker is making based on valid evidence?
- ✓ What is the speaker's attitude toward the subject? How do you know?
- ✓ Are the arguments the speaker is making relevant to the topic being discussed?
- ✓ Is there enough evidence to support the speaker's claim?
- ✓ Who is the intended audience? What is their perspective?
- ✓ Is the evidence offered in the speech sufficient enough to convince you?

**Academic Vocabulary**

- Delineate
- Argument
- attitude
- evaluate
- soundness
- reasoning
- relevance
- sufficiency
- prospective
- valid
- claim

**Spanish Cognates**

- delinear
- argumento
- actitud
- evaluar
- razonamiento
- suficiencia
- prospective
- válido
- reclamación (n)

**Anchor Standard**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**SL.7.4**

Present claims and findings (e.g., **argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

- a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA**

**Essential Skills:**

- ☐ Plan and deliver a presentation that is
  - focused
  - coherent (delivered in a logical sequence)
  - contains pertinent facts, descriptions, examples
- ☐ Understand the difference between a claim and a finding
- ☐ Knows that an argument
  - makes and supports a claim
  - acknowledges counterarguments
  - creates cohesion by using transitional words or phrases
  - has a strong concluding statement
- ☐ Speak with an adequate volume and clear pronunciation
- ☐ Make appropriate eye contact

**Question Stems and Prompts:**

- ✓ How will you plan your presentation?
- ✓ On what evidence will you base your argument?
- ✓ Have you considered the counterarguments that might be made?
- ✓ Is your argument presented logically with sufficient and pertinent details/facts/examples?
- ✓ Was your conclusion strong? Is there something you can add to make it stronger?
- ✓ Can the listener follow your argument? Is there cohesion from beginning to end?
- ✓ Rate how you used eye contact, adequate volume and clear pronunciation in your presentation.

**SL.7.4 – (Continued)****Academic Vocabulary**

- argument
- counterargument
- coherent
- cohesion
- emphasizing
- evidence
- focused
- claim
- presentation
- manner
- narrative
- pertinent
- presentations
- pronunciation
- salient
- summary

**Spanish Cognates**

- argumento
- argumento contrarios
- coherente
- cohesión
- reclamación
- presentación
- manera
- narración
- pertinente
- presentaciones
- pronunciación
- sobresaliente
- resumen

**Anchor Standard**

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

**SL.7.5**

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

**Essential Skills:**

- ❑ Select appropriate multimedia components that add meaning to the presentation
- ❑ Know what elements are needed to create visual displays
- ❑ Add photos, video, audio, animation, and text to emphasize the important points of the presentation
- ❑ Add photos, video, audio, animation, and text to clarify the important points of the presentation
- ❑ Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors, and other presentation programs

**Question Stems and Prompts:**

- ✓ How does the use of \_\_\_\_\_ enhance your presentation? The message?
- ✓ What digital media could you use to present your data clearly?
- ✓ Do the components help clarify the presentation?
- ✓ What is the message or information you want to convey to your audience?
- ✓ How would including media help the presentation?
- ✓ Does the media help underscore your important points?
- ✓ How did you decide which images you would include?
- ✓ Did you strategically place your media components and your visual displays to enhance understanding of your presentation topic?

**Academic Vocabulary**

- digital media
- visual displays
- claims
- express
- enhance
- components
- clarify
- salient points

**Spanish Cognates**

- los medios digitales
- reclamaciones
- expresar
- componentes
- aclarar

**Anchor Standard**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SL.7.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

**Essential Skills:**

- ❑ Identify the audience and purpose
- ❑ Know the difference between informal and formal English
- ❑ Vary sentence patterns for style
- ❑ Understand and adapt the delivery to appeal to the audience
- ❑ Enunciate and speak at appropriate volume and pace
- ❑ Use conventions of language to improve expression and understanding

**Question Stems and Prompts:**

- ✓ What is the purpose of your speech and who is your intended audience?
- ✓ Are you trying to persuade or convince your audience?
- ✓ Will you need formal or informal English? Why?
- ✓ Are you delivering a formal presentation? How will this affect your choice of words?
- ✓ Are there places where you can substitute precise engaging language to keep the listeners interested?
- ✓ How will your word choice impact your listeners?
- ✓ How will you emphasize the important points?

**Academic Vocabulary**

- contexts
- demonstrate
- formal English
- variety
- purpose
- word choice
- selection
- context
- sentence patterns
- enunciate
- volume

**Spanish Cognates**

- contextos
- demostrar
- Inglés formal
- variedad
- propósito
- selección
- context
- enunciar
- volumen

**Anchor Standard**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**Essential Skills and Concepts:**

- ☐ Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)
- ☐ Identify and correctly use phrases and clauses
- ☐ Identify and correctly use simple sentences
- ☐ Identify and correctly use compound sentences
- ☐ Identify and correctly use complex sentences
- ☐ Identify and correctly use compound-complex sentences
- ☐ Identify and correctly use (place) modifiers
- ☐ Recognize variations from standard English

**Question Stems and Prompts:**

- ✓ What is a phrase? How does it differ from clause?
- ✓ What is an independent clause? What is a dependent clause? Which is the same as a simple sentence?
- ✓ What is a compound sentence?
- ✓ Name the words that are used to connect two independent clauses.
- ✓ What is a complex sentence? How does it differ from a compound sentence?
- ✓ What types and how many clauses are used in a compound-complex sentence?
- ✓ Is the position of the modifier correct? What word is word is being modified?
- ✓ What is a dangling modifier?
- ✓ In what way does the passage deviate from conventional use?

**L.7.1 – (Continued)****Academic Vocabulary**

- conventions
- subjective case
- objective case
- possessive case
- intensive pronouns
- vague /ambiguous antecedents

**Spanish Cognates**

- convenciones
- caso subjetivo
- caso objetivo
- caso posesivo
- pronombres intensivos
- antecedentes vagos/ambiguos

**Anchor Standard**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.7.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., It was a *fascinating, enjoyable* movie but not *He wore an old [,] green* shirt).
- b. Spell correctly

**Essential Skills and Concepts:**

- ❑ Use commas to separate coordinate adjectives
- ❑ Punctuate correctly
- ❑ Spell correctly

**Question Stems and Prompts:**

- ✓ What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence?
- ✓ What is the correct spelling of this word?
- ✓ Are standard English conventions correctly demonstrated?
- ✓ What might the author/you do to address conventional errors and improve clarity?

**Academic Vocabulary**

- capitalization
- punctuation
- nonrestrictive
- parenthetical elements
- phrases
- complete sentences
- run-on sentence
- dash
- parentheses

**Spanish Cognates**

puntuación

frases

**Anchor Standard**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.7.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Chose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Essential Skills and Concepts:**

- ❑ Recognize and use a variety of sentence patterns
- ❑ Identify and use appropriate language to address audience
- ❑ Express ideas precisely and concisely

**Question Stems and Prompts**

- ✓ What sentence patterns are present/absent in this piece (essay/presentation/passage)?
- ✓ Does the piece address the needs/interests of the audience?
- ✓ How can you more precisely express this idea?
- ✓ Are any of the words or sentences used redundant? What words can be removed without affecting the message?

**Academic Vocabulary**

- sentence variety
- sentence structure
- precise
- concise
- redundant

**Spanish Cognates**

preciso

conciso



**Anchor Standard**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**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.

- 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., audience, auditory, audible).
- c. Consult 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 **or trace the etymology of words. CA**
- 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).

**Essential Skills and Concepts**

- ☐ Use context clues to derive word meaning
- ☐ Use Greek and Latin affixes and roots to derive word meaning
- ☐ Use reference materials to derive word meanings
- ☐ Use reference materials to determine correct pronunciation of words
- ☐ Trace the etymology of words
- ☐ Verify word meaning

**Question Stems and Prompts**

- ✓ Based upon the use of the word in the sentence, what can you deduce the word \_\_\_\_\_ means?
- ✓ Does the positioning of the word \_\_\_\_\_ assist in determining meaning? Is an appositive clue provided?
- ✓ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- ✓ What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
- ✓ What is the origin of the word? Did it derive from another language?
- ✓ Has the meaning/use of the word \_\_\_\_\_ changed over time? How?

**L.7.4 – (Continued)**

- ✓ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

**Academic Vocabulary**

- multiple meaning
- context clues
- function
- part of speech
- root word
- affix
- prefix
- suffix
- consult
- reference materials
- dictionary
- thesaurus
- glossaries
- pronunciation
- precise meaning
- synonym
- etymology
- verify
- preliminary
- determination
- inferred meaning

**Spanish Cognates**

- función
- afijos
- prefijo
- sufijos
- consultar
- materiales de referencia
- diccionario
- tesauro
- glosarios
- pronunciación
- sinónimo
- etimología
- verificar
- preliminar
- determinación



**Anchor Standard**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.7.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym / antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**Essential Skills and Concepts**

- ☐ Interpret figurative language
- ☐ Interpret literary, biblical and mythological allusions
- ☐ Utilize word relationships to clarify meaning
- ☐ Identify the explicit/direct meaning of a word (denotation)
- ☐ Identify the secondary meaning of a word (connotation)

**Question Stems and Prompts:**

- ✓ What is meant by the figurative expression \_\_\_\_\_?
- ✓ What type of figurative language is used?
- ✓ Does the expression allude to or casually mention a character or incident in another literary text? What is the connection?
- ✓ Although very similar in meaning, how do the words slightly differ in meaning?
- ✓ What is the relationship between these words?
- ✓ What is the explicit/direct meaning of the word?
- ✓ Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?

**Academic Vocabulary**

- |                               |                   |
|-------------------------------|-------------------|
| • cause/effect                | causa/efecto      |
| • connotations (associations) | connotaciones     |
| • demonstrate                 | demostrar         |
| • denotations (definitions)   | denotaciones      |
| • distinguish                 | distinguir        |
| • figurative language         | lenguaje figurado |
| • interpret                   | interpretar       |
| • item/category               | categoría         |
| • nuances                     |                   |

**Anchor Standard**

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L.7.6**

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.

**Essential Skills and Concepts:**

- ☐ Identify, understand, and use general academic terms
- ☐ Identify, understand, and use domain-specific terms
- ☐ Independently build vocabulary

**Question Stems and Prompts:**

- ✓ What is the meaning for the term \_\_\_\_\_?
- ✓ How would you use the academic word \_\_\_\_\_ in a sentence?
- ✓ Can you give an example of how the word \_\_\_\_\_ is used in different subject areas?
- ✓ The word \_\_\_\_\_ is specific to what subject/domain?
- ✓ Why is it important to understand the meaning of the domain-specific word \_\_\_\_\_ when studying this subject?
- ✓ What strategies do you use for identifying, understanding, and using high-utility academic words?

**Academic Vocabulary**

- acquire
- academic
- domain-specific
- comprehension
- expression

**Spanish Cognates**

- adquirir
- académico
- dominio específico
- comprensión
- expresión