



ENGLISH LANGUAGE ARTS

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Literacy in History/Social Studies,
Science and Technical Subjects

ARIZONA ACADEMIC CONTENT STANDARDS

GRADE SEVEN

Approved by the Arizona State Board of Education
June 28, 2010

Introduction

The English Language Arts Alignment of 2010 Standards to Arizona 1996, 2003, and 2004 Standards is a guideline for educators as they begin to incorporate the 2010 Standards into lessons for their students. Fortunately, Arizona's 2003 Reading and 2004 Writing Standards are very similar in content to the 2010 ELA Standards. The 1996 Listening & Speaking and Viewing & Presenting Standards, while brief and at times vague, are also similar. The mindset is, as educators, we have been teaching what is included in the new ELA Standards, but now we are charged with new depth of knowledge, new text complexity, higher expectations of rigor, and more emphasis on comprehension, analysis of text, and critical thinking.

Every performance objective that appears in Arizona standards documents from 1996, 2003, and 2004 is represented in the 2010 ELA standards alignment. Because the performance objectives are very specific, they are actually subsumed by skills required in the 2010 Standards. They represent the skills that are a part of everyday classroom expectations.

The major differences between the 1996, 2003, and 2004 Arizona Standards and the 2010 Arizona ELA Standards are reflected in the depth, the complexity, the rigor, and the emphasis on comprehension, text analysis, and critical thinking that leads to College and Career Readiness. While there are few exact matches, if any, the principles that make up the 2010 standards are not new to Arizona's educators. With a focus on deeper understanding, the 2010 standards will promote more meaningful, rigorous lessons for our students so they can read and comprehend complex texts. Not only are close reading and comprehension a focus, but using analysis and critical thinking to communicate opinions and support them in arguments is also paramount in the 2010 Standards. Students will be able to apply these skills to increasingly challenging texts as they continue from secondary education into colleges, universities, and the workplace.

In order to realize how our current lessons can and will serve us as we strive to give our students the tools they require for successful learning, we can examine how the 1996, 2003, and 2004 performance objectives that make up lessons we teach today will align with the lessons we will begin to teach tomorrow.

See examples on the following pages.

Kindergarten Reading Literature example

2010	2003	Observation of alignment
<p>K.RL.1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>R00.S2C1.01: Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>R00.S3C1.03: Respond appropriately to questions based on facts in expository text, heard or read.</p> <p>LS.R3: Share ideas, information, opinions, and questions.</p> <p>LS.R4: Listen and respond to stories, poems, and nonfiction.</p> <p>LS.R5: Participate in class discussions.</p>	<p>These five performance objectives (PO) that we have already been incorporating into effective lessons can now be incorporated into lessons towards meeting 2010 ELA Standard 1 for kindergarten. The skills these 2003 POs represent will be used to plan rigorous lessons to meet the increased demands in the 2010 ELA Standards.</p>

While not all the ELA Standards have this many performance objectives in alignment, many will. In the above example, the alignment is within the parameters of a grade level match. As we see in the following example, the rigor in the 2010 ELA Standards have alignments that move performance objectives into other grade levels.

Grade 2 Reading Informational Text example

2010	2003	Observation of alignment
<p>2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>R02.S3C2.01: Follow a set of written multi-step directions.</p> <p>R04.S3C2.02: Interpret details form functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>W02.S3C5.02: Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> text to self (personal connections) text to world (social connection) text to text (compare within multiple texts) 	<p>In this alignment, a 2003 Grade 4 Performance Objective (PO) is aligned to a 2010 Grade 2 Standard. This reflects the new rigor throughout the 2010 ELA Standards.</p>

As we see movement from one grade down to another, we also find movement that places objectives in higher grades from lower grades.

Grade 4 Reading Standards Foundational Skills

2010	2003	Observation of alignment
<p>4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>R03.S1C3.01: Read multi-syllable words fluently, using letter-sound knowledge.</p> <p>R03.S1C3.02: Apply knowledge of basic syllabication rules when decoding four- and five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>R04.S1C4.01: Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>For this standard, Grade 3 Performance Objectives (POs) are aligned to 2010 ELA Grade 4 expectations.</p>

The Writing Addendum is a feature of the 2010 ELA Alignment document that demonstrates how closely Arizona instruction in writing aligns to the 2010 ELA standards. The 2010 ELA Standards for Writing are closely linked to Strands 1 and 2 of the 2004 Writing Standards as shown in the following table.

Grades 9-10 Writing Standards

2010	2004	Observation of alignment
<p>9–10.W.8: Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>See Writing Addendum: Writing Process HS.S1 Writing Elements HS.S2</p> <p>VP.P2: Plan, organize, develop, produce, and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.</p>	<p>The Writing Addendum includes the 2004 Writing Standard Strands 1 (Writing Process) and 2 (Writing Elements). The addendum, referred to throughout the alignment document, demonstrates how the skills that we have been teaching are still appropriate for teaching the 2010 ELA Writing Standards.</p>

In addition to the Writing Addendum, there is also a Summary of Changes document. This document lists all the 1996, 2003, and 2004 performance objectives that have moved up or down grade levels or are not specifically represented in the Alignment document.

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 7

2010 Reading Standards for Literature 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Student identifies several specific instances in the text to support an explicit or inferential analysis of the text. Citations may be written or orally presented. In a formal (e.g., essay, literary response, summary, presentation, etc.) or informal (e.g., discussion, journal response, etc.) written or oral response to literature, students paraphrase or quote directly from the literature to support their analysis or inference. Students read a piece of historical fiction and support the events using primary source documents. Connections: SS07.S1C1.05, SS07.S2C1.05, ET07.S3C2.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Graphic Organizer Grade 7 Unit 2 As you read a novel that is set in the Middle Ages, take notes in your journal about how the characters are affected by the time period in which they lived. Be sure to make notes of page numbers with relevant information or mark your text with a sticky note so you can go back and cite the text during class discussion.</p> <ul style="list-style-type: none"> • Where was that person’s place in the feudal system? • What was his or her economic status? • Where did the character live, and why? • What did the character’s parents do, and what does this mean for the character? • What was that character’s context? What was happening in the world? • What was a typical day like for this person? <p>Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.7.3, RL.7.9, RL.7.1)</p>	<p>R07.S1C6.07 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</p> <p>R07.S3C1.10 Make relevant inferences about expository text, supported by text evidence.</p>

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<p>7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students identify theme as an underlying message an author conveys in a story. Students identify a theme or a central idea in a text and they are able to follow it through an entire text. Students summarize the theme or central idea as it develops through the text. In <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor, the theme of perseverance is evident and can be followed throughout the novel. Students analyze the development of the theme over the course of the novel by finding examples. Students can then write a summary identifying evidence of the theme in the novel.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 7 Unit 5 While reading <i>Eva</i> by Peter Dickinson, take notes in your journal about how the author comments on human beings' impact on the ecology of the earth. Did this book make you think more about this issue? Why or why not? Defend your answer, citing specific information from the text. (RL.7.1, RL.7.2)</p>	<p>R07.S2C1.01 Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p> <p>R07.S2C1.02 Recognize multiple themes in works of prose, poetry, and drama.</p> <p>R07.S3C1.02 Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p> <p>R09.S2C1.01 Describe the author's use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and plot (exposition, conflict, rising action, climax, falling action, and resolution).

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<p>7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students examine how literary elements affect one another. After reading Guy de Maupassant’s “The Necklace”, students identify how the setting in a modest, small apartment in France impacts the main character and her subsequent choices. Students analyze how environmental risks interact with biological or geological systems. Connection: SC07.S3C1.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 7 Unit 1 While reading <i>The Midwife’s Apprentice</i> by Karen Cushman, think about how a nameless girl becomes a memorable character. Write a response to this question in your journal: “How does an author develop memorable characters?” (RL.7.3)</p>	<p>R07.S2C1 Identify, analyze, and apply knowledge of the structure and elements of literature. R07.S2C1.05 Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution. R07.S3C1.12 Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</p>
Craft and Structure		
<p>7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students interpret the meaning of unknown words and phrases within a given text. Students recognize and comprehend figurative language and connotative meanings. Students critique the poetic elements in poetry or drama such as rhyme, repetition of sounds, rhythm, meter, etc. After reading Robert Frost’s “Stopping by Woods on a Snowy Evening,” students recognize how the rhyme scheme and repetition of sounds is easily identified. Students read the Emancipation Proclamation and determine the meaning of words used. Connection: SS07.S1C6.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Dramatization/Fluency Grade 7 Unit 2 Write a bio-poem about a character, real or fictional, who you think demonstrates the epitome of perseverance. Present the poem as a dramatic reading. (SL.7.6, RL.7.4)</p>	<p>R07.S1C4.02 Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). R07.S1C4.03 Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast). R07.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry. R07.S2C1.06 Draw conclusions about the style, mood, and meaning of literary text based on the author’s word choice.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
7.RL.4 (continued)		R07.S2C1.07 Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme, scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection. R09.S1C4.03 Distinguish between the denotative and connotative meanings of words.
7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> Students identify the format or organization of a drama or poem and explain how the structure affects or enhances the meaning. Shakespearean sonnets follow a specific format in which the meter, rhythm, and rhyme scheme can be analyzed as to how it contributes to the overall meaning of each sonnet. After reading <i>A Raisin in the Sun</i> by Lorraine Hansberry, students identify and analyze the structure of the play, including dialogue and movement, to better understand the meaning of the play. <p style="text-align: center;">Source: commoncore.org</p> Media Appreciation Grade 7 Unit 2 Discuss the similarities and differences between reading about Annie Sullivan, seeing the film version of <i>The Miracle Worker</i> , and reading the play. How does reading and watching all three versions give you a better picture of Helen Keller and Annie Sullivan than if you only chose one? Write your ideas in your journal. Then, share your ideas with a partner prior to discussing as a class. (RL.7.5, RL.7.7)	R07.S2C2.02 Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures. R08.S2C1.07 Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse). VP.E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students recognize and explain the various points of view (e.g. omniscient, first person, third person, objective, limited omniscient) of different characters or narrators in a text as evidenced by how their perspectives differ from one another throughout the text. Example: O. Henry’s “The Gift of the Magi”, the two characters want to give each other something for the other one’s prized possession. Each character has a limited point of view until each one is revealed in the irony at the end.</p> <p>Students recognize in <i>A Separate Peace</i> by John Knowles, that Gene and Phineas have different points of view as to what happened to Phineas when he fell off the tree limb. Their perspectives can be followed throughout the novel until the end. Students compare and contrast the points of view of the North and South during the Civil War. Connection: SS07.S1C6</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Graphic Organizer Grade 7 Unit 3 As you read <i>Milkweed</i> by Jerry Spinelli, compare it to <i>The Diary of A Young Girl</i> by Anne Frank, take notes in your journal about how the characters in <i>Milkweed</i> have experiences similar to and different from those of Anne Frank. Be sure to note page numbers with relevant information, or mark your text with sticky notes, so you can go back and cite the text during class discussion.</p> <ul style="list-style-type: none"> • Where did the character live? • What was that character’s context? What was happening in the world? • What was a typical day like for this person? • How is the character’s experience similar to Anne Frank’s? • How is the character’s experience different from Anne Frank’s? <p>Your teacher may give you the opportunity to share your notes with a partner, prior to class discussion. (RL.7.2, RL.7.6)</p>	<p>R07.S2C1.03 Describe a character, based upon the thoughts, words, and actions of the character, the narrator’s description, and other characters.</p> <p>R07.S2C1.04 Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>7.RL.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).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students read a story, drama, or poem and either listen to an audio version or watch a filmed, staged, or multimedia version to compare and contrast the two pieces in an effort to critique the effects of techniques unique to each.</p> <p>Students compare and contrast the effect Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride” has on them to the effect they experience from a multimedia dramatization of the event presented in an interactive digital map), analyzing the impact of different techniques employed that are unique to each medium.</p> <p>Students compare and contrast the text of a speech and then watch it presented on video to analyze the effects unique to each medium. An example of this could be reading and viewing Dr. King’s “I Have a Dream” speech.</p> <p>Connection: SS07.S1C6</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Media Appreciation Grade 7 Unit 4 Compare the book, <i>The Call of the Wild</i> by Jack London, to the movie version. Write your ideas down in your journal or mark your text with sticky notes. Be sure to cite specific similarities and differences between both versions. (RL.7.7)</p>	<p>R07.S1C6.05 Connect information and events in text to experience and to related text and sources.</p> <p>VP.E1 Analyze visual media for language, subject matter, and visual techniques used to influence opinions, decision making and cultural perceptions.</p> <p>VP.E3 Compare, contrast, and establish criteria to evaluate visual media for purpose and effectiveness.</p>
<p>7.RL.8 (not applicable to literature)</p>		<p>n/a</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>7.RL.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students read a piece of historical fiction and a factual historical account of the same time period to compare the two and develop an understanding as to how the author uses or alters history in the fictional piece. Fiction may be a novel, poem, or dramatic piece and is not limited to these examples. Students compare and contrast Laurence Yep’s fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in <i>Dragonwings</i> to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real.</p> <p>Students study 19th century immigration to the United States and then read <i>Ellis Island: Land of Dreams</i> by Joan Lowery Nixon to understand how the author used history to enhance the novel.</p> <p>Connection: SS07.S1C7.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 7 Unit 1 While reading <i>A Single Shard</i>, by Linda Sue Park, think about where Tree-ear gets courage for his dangerous mission. Write a response to this question in your journal: “Are characters born brave, or is courage developed by facing fears?” Justify your answer with specific information from the text. (RL.7.9, RL.7.1)</p>	<p>R07.S1C6.05 Connect information and events in text to experience and to related text and sources.</p> <p>R07.S2C2.01 Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>R07.S2C2.02 Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p> <p>R08.S2C1.02 Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p>R09.S2C1.03 Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare-short stories, novels, short stories, poems).</p> <p>R09.S2C2.02 Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>

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Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>7.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p align="center">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p align="center">Source: commoncore.org</p> <p>Introductory Activity (for the year) Grade 7 Unit 1 You will be reading a variety of literature and informational texts this year and perhaps even some genres you haven't encountered before. Your teacher will give you a list of twenty genres (such as adventure, historical fiction, comedy, ancient history, science fiction, fantasy, etc.) from which to select titles. One of your goals by the end of the year is to read books from at least three genres that are new to you. (RL.7.10, RI.7.10)</p>	<p>R03.S1C5.01 Consistently read grade-level text with at least 90 percent accuracy.</p> <p>R07.S1C5.01 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p> <p>R07.S1C6 Employ strategies to comprehend text.</p> <p>R07.S2C1.08 Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p>

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Student identifies several specific instances in the text to support an explicit or inferential analysis of the text. Citations may be written or orally presented. In a formal or informal written or oral response, students paraphrase or quote directly from the text to support their analysis or inference. Students read and analyze the Thirteenth, Fourteenth, or Fifteenth Amendment and cite textual evidence to support their analysis of what the text says. Connection: SS07.S1C6.06</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response Grade 7 Unit 2 While reading <i>Dare to Dream!: 25 Extraordinary Lives</i> by Sandra McLeod Humphrey, think about how each person has a different limit to which he/she can be pushed while overcoming the challenges and obstacles he/she faces. Write a response to this question in your journal: "How do expectations affect what one can accomplish?" Justify your answer with specific information from the text. (RI.7.1)</p>	<p>R07.S1C6.07 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</p> <p>R07.S3C1.01 Restate the main idea (explicit or implicit) and supporting details in expository text.</p> <p>R07.S3C1.03 Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>R07.S3C1.10 Make relevant inferences about expository text, supported by text evidence.</p>
<p>7.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students understand that a central idea is an underlying message an author conveys in a piece of writing. Students identify two or more central ideas in a text and are able to follow both through an entire selection. Students summarize texts to identify relevant and important information and central ideas. Students read an essay describing the factors leading to the Civil War and write/present a summary in which they identify and explain the development throughout the essay of at least two central ideas. Students examine Abraham Lincoln's Emancipation Proclamation to determine two or more central ideas. Students then analyze the development of the central ideas over the course of the text. Connection: SS07.S1C6.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 7 Unit 2 Based on <i>Inventing the Future: A Photo Biography of Thomas Alva Edison</i> by Marfe Ferguson Delano, Edison appears to see failures as successes. How can a failure be construed as a success? Write your ideas in your journal prior to class discussion. Then, discuss as a class, citing information from texts read. (RI.7.1, RI.7.2)</p>	<p>R07.S3C1.01 Restate the main idea (explicit or implicit) and supporting details in expository text.</p> <p>R07.S3C1.02 Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p> <p>R07.S3C1.04 Identify the author's stated or implied purpose(s) for writing expository text.</p> <p>R07.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>7.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students understand that a central idea is an underlying message an author conveys in a piece of writing. Students identify two or more central ideas in a text and are able to follow both through an entire selection. Students summarize texts to identify relevant and important information and central ideas. Students read an essay describing the factors leading to the Civil War and write/present a summary in which they identify and explain the development throughout the essay of at least two central ideas. Students examine Abraham Lincoln’s Emancipation Proclamation to determine two or more central ideas. Students then analyze the development of the central ideas over the course of the text.</p> <p>Connection: SS07.S1C6.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 7 Unit 2 Based on <i>Inventing the Future: A Photo Biography of Thomas Alva Edison</i> by Marfe Ferguson Delano, Edison appears to see failures as successes. How can a failure be construed as a success? Write your ideas in your journal prior to class discussion. Then, discuss as a class, citing information from texts read. (RI.7.1, RI.7.2)</p>	<p>R07.S3C1.01 Restate the main idea (explicit or implicit) and supporting details in expository text.</p> <p>R07.S3C1.02 Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p> <p>R07.S3C1.04 Identify the author's stated or implied purpose(s) for writing expository text.</p> <p>R07.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p>
<p>7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students explain the interactions and influences between individuals, events, and ideas in a text. Students read a text connecting the invention of the automobile, Henry Ford, and the Industrial Revolution and subsequently analyze the influence of the Industrial Revolution on the automobile and vice versa. Students analyze the relationships between the invention of the automobile, Henry Ford, and the Industrial Revolution.</p> <p>Connection: SS07.S1C7</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 7 Unit 3 After reading about Anne Frank and her life within the confines of an attic during World War II, think about these questions. How does knowing the historical context of the diary add to your appreciation of Anne’s writing? Why? Write your ideas in your journal and share with a classmate prior to class discussion. After the class discussion, write a speech where you explain your position and present it to the class. (RI.7.3, RL.7.2, RL.7.6, W.4.4, SL.6.6)</p>	<p>R07.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>7.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students interpret the meaning of words and phrases within a given text. Students will recognize and comprehend figurative language, connotative meanings, and technical meanings. Students will determine the meaning and tone by critiquing specific word choice.</p> <p>Students will be able to read a primary source document (e.g., the Gettysburg Address, the Declaration of Independence, the Arizona Constitution, etc.) and determine the meaning and tone expressed in the text by interpreting the impact of specific word choice including figurative, connotative, and technical meanings of words.</p> <p>After reading the Emancipation Proclamation, students determine the meaning and tone expressed in the text by interpreting the impact of specific word choice including figurative, connotative, and technical meanings of words.</p> <p>Connection: SS07.S3C1.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Responses Grade 7 Unit 1 After reading <i>Cathedral: the Story of Its Construction</i> by David Macaulay</p> <ul style="list-style-type: none"> ● Outline the major steps involved in constructing a cathedral by creating a comic strip of key events. Be sure to note the page numbers that each box refers to so you can go back and cite the text during class discussion. ● Make a list of new vocabulary words that you learned from this book and that you encounter in other (fiction and non-fiction) texts. <p>Your teacher may ask you to take notes in your journal of key events and share them with a partner before creating your comic strip. Be sure to note page numbers with relevant information or mark your text with sticky notes so you can go back and cite the text, if needed. (RI.7.1, RI.7.2, RI.7.4, RI.7.6)</p>	<p>R07.S1C4.02 Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>R07.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>R07.S3C3.03 Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p> <p>R09.S1C4.03 Distinguish between the denotative and connotative meanings of words.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Understanding the organization and structure of a text helps a reader’s comprehension of the ideas and content within the text. Students explain how the major sections contribute to the whole as well as to the development of the ideas. Students evaluate the structural elements of a text such as the U.S. Constitution. Students analyze the major sections (e.g., the Bill of Rights) and determine how they contribute to the whole text of the document. After reading Treaty of Versailles, students analyze how the major sections contribute to the development of ideas as they seek to understand the controversy surrounding it. Connections: SS07.S1C7.13, SS07.S1C1.01 Class Discussion Grade 7 Unit 5</p> <p style="text-align: center;">Source: commoncore.org</p> <p>While conducting research on an astronaut or science fiction author of choice, discuss with classmates the specific claims made by the writers of the texts you are consulting. Is the reasoning “sound” and the evidence “relevant and sufficient” to support the claims? Why or why not? If not, how could the writer have improved his argument? Record your thoughts in your journal so you can debate with your classmates. (RI.7.8, RI.7.5, SL.7.1, L.7.1)</p>	<p>R07.S3C1.09 Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.</p> <p>R09.S3C1.07 Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).</p>
<p>7.RI.6 (continued next page) Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students read text and determine an author’s point of view or purpose and analyze how the author’s position differs from that of others. Students may read persuasive legal arguments, news articles surrounding controversial issues, electronic media, etc. Students read articles from the BBC regarding deforestation and analyze the viewpoint and perspective of different authors. Students explain how authors distinguish their views or purpose from one another. Connections: SC07.S4C3.04, SC07.S3C1.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Speech Analysis Grade 7 Unit 3 Compare the speech “Blood, Toil, Tears, and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill and “Declaration of War on Japan” by Franklin D. Roosevelt. How are their messages, diction, and writing techniques similar and different? How do these characteristics contribute to the speeches' meaning? Write your ideas in your journal, possibly in a T-chart or Venn diagram, and share with a partner prior to class discussion. (SL.7.3, RI.7.9, RI.7.6, RI.7.7)</p>	<p>R06.S2C1.04 Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p> <p>R07.S2C1.04 Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p> <p>R07.S3C1.04 Identify the author's stated or implied purpose(s) for writing expository text.</p> <p>R07.S3C3.01 Determine the author’s specific purpose for writing the persuasive text.</p> <p>R07.S3C3.02 Identify the facts and details that support the author’s argument regarding a particular idea, subject, concept, or object.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
7.RI.6 (continued)		R07.S3C3.03 Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> Students analyze how different mediums portray the same text by comparing and contrasting a piece of writing to an audio, video, or multimedia version of that text. After reading Martin Luther King Jr’s speech, “I Have a Dream,” then watching the historical video footage from the actual speech, students explain the similarities and differences between reading the speech silently or aloud in class and observing Dr. King deliver the speech on the steps of the Lincoln Memorial. After reading the U.S. Constitution in honor of Constitution Day, the students will then watch the video “Founding Fathers” from the History Channel. Students compare and contrast the portrayal of the text as compared with the video to understand how a multimedia presentation affects the impact of the words. Connection: SS07.S3C4	R07.S1C6.05 Connect information and events in text to experience and to related text and sources. R07.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic. VP.E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions. VP.E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness.

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students identify and specify the line of reasoning and specific points in a text (i.e., persuasive, opinion, speech, media/advertising, etc.) and then determine whether or not the reasoning is valid and sufficient to support the case.</p> <p>After reading a text (e.g., position paper, news article, letters to the editor, political essays, commentaries, editorials, opinionated historical and nonhistorical papers, etc.), the students critique the reasoning to determine if it is valid and sufficient to support the argument.</p> <p>Students read journal articles about overgrazing to determine whether or not the author’s claims are sufficiently supported. An example of an article would be “Soil Degradation Related To Overgrazing in the Semi-Arid Southern Caldenal Area of Argentina” by Villamil, María Bonita; Amiotti, Nilda Mabel; Peinemann, Norman in the journal <i>Soil Science</i> (July 2001).</p> <p>Connection: SC07.S4C3.04</p> <p style="text-align: center;">Source: commoncore.org</p> <p style="text-align: center;">Research Essay</p> <p>Grade 7 Unit 4 Write a research essay about Jack London, Gary Paulsen, Will Hobbs, or another author of your choice who writes about survival in the wilderness. Present your findings to the class in a coherent presentation. Feel free to add multimedia elements to your presentation. (W.7.7, RI.7.5, RI.7.8, SL.7.4, L.7.1, L.7.2)</p>	<p>R07.S1C6.06 Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.</p> <p>R07.S1C6.07 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</p> <p>R07.S3C1.03 Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>R07.S3C3 Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</p> <p>R08.S3C3.02 Evaluate the effectiveness of the facts used to support an author’s argument regarding a particular idea, subject, concept, or object.</p> <p>R09.S3C3.01 Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students compare and contrast two or more authors' approaches to the same topic. Students identify the differences in the evidence presented by each or identify the different interpretations of facts surrounding the same topic. Students read articles/essays/position papers on topics of ethical controversy (e.g., stem cell research, global warming, socialized healthcare, affirmative action, illegal immigration, school prayer, tax reform, etc.) to analyze the perspectives of two or more different authors. Students identify the differences in the evidence presented by each author or identify the different interpretations of facts. Students read two separate articles about a current scientific topic such as global warming and analyze the difference in evidence presented by each author in an effort to determine which author has a better solution for global warming. Connections: SC07.S3C2.02, SS07.S4C5.07</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Essay Grade 7 Unit 3 Analyze various accounts of World War II events from a variety of print and digital resources. In your journal, identify and distinguish among the facts, opinions, and reasoned judgments presented by different people. Include an analysis of the interactions among individuals, events, and ideas, drawing on various accounts from different authors. Include new vocabulary words learned during this unit. (W.7.2, RI.7.6, RI.7.9, RI.7.3, L.7.6, W.7.4, L.7.1, L.7.2, L.7.3)</p>	<p>R07.S1C6.06 Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.</p> <p>R07.S1C6.07 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</p> <p>R07.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p> <p>R07.S3C1.12 Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</p>

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Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>7.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>AZ.7.RI.10 a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Source: commoncore.org</p> <p>Research Essay</p> <hr/> <p>While conducting research on an astronaut or science fiction author of choice (see activity #6), discuss with classmates the specific claims made by the writers of the texts you are consulting. Is the reasoning “sound” and the evidence “relevant and sufficient” to support the claims? Why or why not? If not, how could the writer have improved his argument? (RI.7.8, RI.7.5, SL.7.1, L.7.1)</p>	<p>R03.S1C5.01: Consistently read grade-level text with at least 90 percent accuracy.</p> <p>R07.S1C5.01 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p> <p>R07.S1C6 Employ strategies to comprehend text.</p> <p>R07.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p> <p>R07.S3C2 Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p> <p>R07.S3C2.01 Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>R07.S3C2.02 Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.</p> <p>R07.S3C2.03 Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>

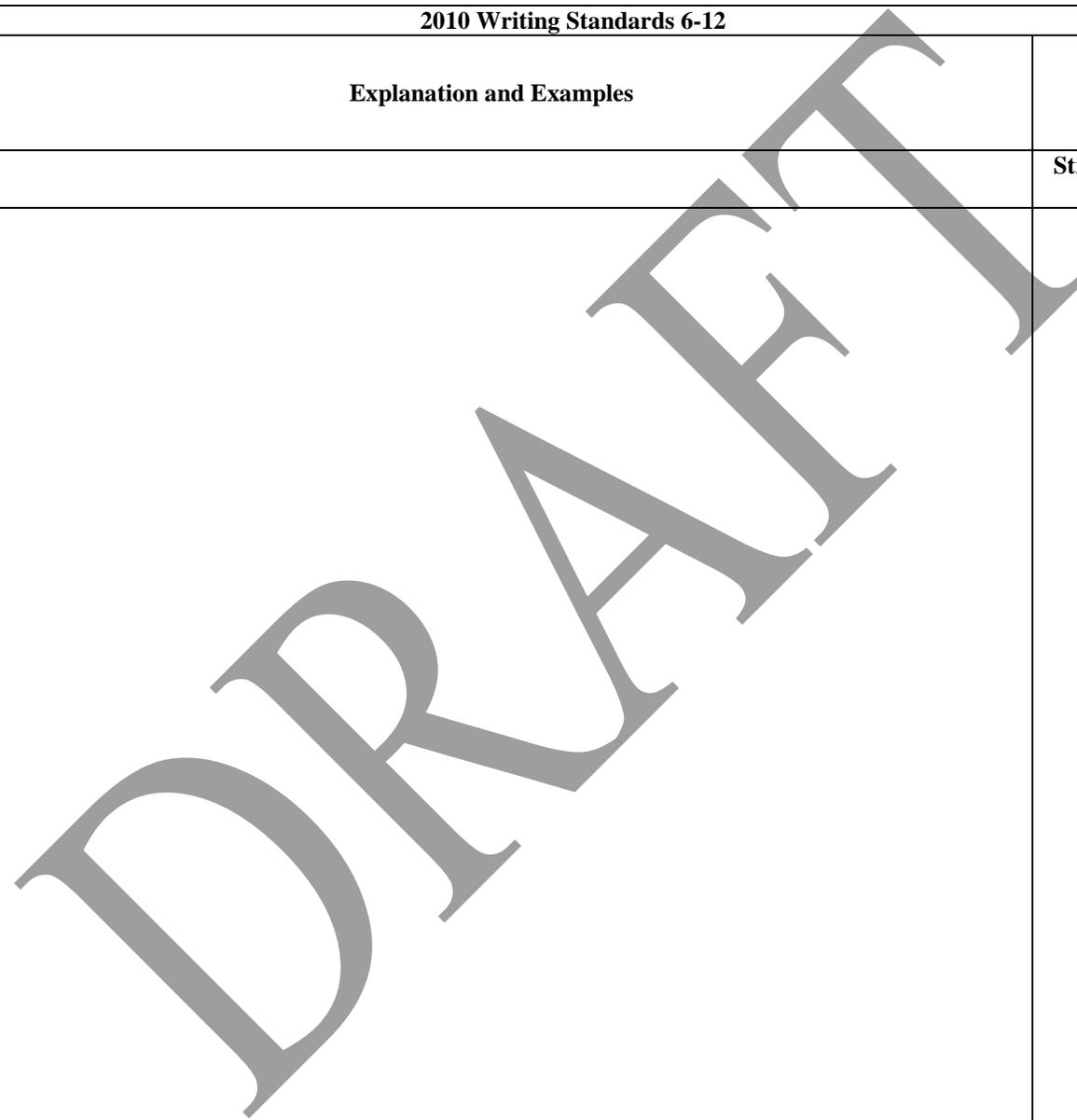
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2010 Writing Standards 6-12		
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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>7.W.1 Write arguments to support claims with clear reasons and relevant evidence. (continued next page)</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Writing an argument is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p> <p>Students write arguments based on a thesis (e.g., persuasive essays or letters, debates, speeches, paragraphs, multi-media presentations, documents meant to convince, influence or sway) and will support their claims with credible sources.</p> <p>Practice options include e.g., writing an essay explaining to their parents why they need a new computer; write a letter to their teachers arguing the pros or cons of offering extra credit; choose to assume the persona of a historical figure and write a speech convincing society to remember him/her.</p> <p>Students research and write a persuasive essay with clear reasons in which they form a logical argument to propose a solution to address environmental risks (e.g., pollution, destruction of habitat) caused by human interaction with biological or geological systems.</p> <p>Connections: SC07.S3C1.01, SS07.S4C5.04; 05 and 06, ET07.S4C2.01 and 02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Essay/Multimedia Presentation Grade 7 Unit 2</p> <p>Research a famous person (such as Martin Luther King, Jr., Geronimo, or another person of your choosing) who you think persevered in spite of significant challenges. See if you can find a video clip of him or her speaking on YouTube. Write and present your multimedia report to the class, making a case for why the person you chose is a striking example of determination and perseverance in the face of difficult circumstances. (W.7.1, W.7.7, RI.7.2, SL.7.2, SL.7.5, L.7.1, L.7.2)</p>	<p>See Writing Addendum: Writing Process W07.S1 Writing Elements W07.S2</p> <p>W07.S3C4.01 Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>7.W.1 e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (continued next page) a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students write informative/explanatory texts based on a thesis (e.g., expository or descriptive essays, summaries, paragraphs, informational letters, press releases, newspaper article, multi-media presentations, contributions to informational-based websites, reports, etc.). Students use a variety of writing formats and topics to meet the standard:</p> <ul style="list-style-type: none"> ● informative or explanatory text regarding a topic in science, social studies, technology, etc. ● submit a report to a publication or website ● assume the persona of a historical figure ● write a letter from the battlefield, farm, wagon train, reservation, etc. ● write a press release or newspaper article based on a historical event, scientific or technological discovery, current event, school event <p>Students research and write an informational article about a scientific discovery that influences technology. Students may incorporate graphic representations into their article. Connections: SC07.S3C2.04, ET07.S4C2.01; 02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 7 Unit 3 Write a written response to the essential question, based on the literature read and discussed in class: “How does real-world determination inform the depiction of characters in literature?” Cite specific details from texts read, not only from English class, but also from history class. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to summarize your thoughts on two PowerPoint slides that include visuals. All slides will be combined into a single presentation for posting on the class webpage. (W.7.2, W.7.4, W.7.9, L.7.1, L.7.2, L.7.3)</p>	<p>See Writing Addendum: Writing Process W07.S1 Writing Elements W07.S2</p> <p>W07.S3C2.02 Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information <p>W07.S3C2.03 Write a process essay that includes:</p> <ol style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs <p>W07.S3C6.02 Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used

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7.W.2 (continued) 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.		

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>(continued next page)</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students write both a story and a personal narrative. Students also explore narrative writing through other formats (e.g., poetry, dramatic pieces, songs). Students use a variety of writing formats and topics to meet the standard, (e.g., a fictional account based on a historical event; a story based on a trip; a narrative about a family event). Students write a piece of historical fiction based upon a historical event using factual information about the Great Depression (e.g., unemployment, the Dust Bowl, the western migration of Midwest farmers, or the stock market crash). Connection: SS07.S1C8.01 and 02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Narrative Writing Grade 7 Unit 1 Write your own “Character with Character” story. It can take place during time period of your choosing. Incorporate the elements and techniques you have learned in class. You will have the opportunity to talk with a partner prior to writing the first draft and again at the end to revise and strengthen your story. Feel free to add visual aids or illustrations to your story once it’s complete. Be prepared to publish your story on a class webpage. (W.7.3, L.7.1, L.7.2)</p>	<p>See Writing Addendum: Writing Process W07.S1 Writing Elements W07.S2</p> <p>W07.S3C1.01 Write a narrative that includes:</p> <ol style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone <p>W07.S3C1.02 Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:</p> <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>7.W.3 (continued)</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p style="text-align: center; font-size: 100px; opacity: 0.5; transform: rotate(-45deg);">DRAFT</p>	

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Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. AZ.7.W.4 a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to task, purpose, and audience.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students construct a timeline of a historical era being studied; students construct charts and graphs using historical data; students keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs; students design an investigation to test individual variables using scientific processes. Students create innovative products or projects using digital tools to express original ideas. Students write letters while being actively involved in the democratic process. Connections: SS07.S1C1.01 and 03, SS07.S2C1. 01 and 03, SC07.S1C2.02 and 05, SS07.S4C1.01, SS07.S3C4.03 ,ET07.S1C4.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Narrative Essay Grade 7 Unit 4 Write your own “survival in the wilderness” story, incorporating words, techniques, and styles from the literature read and discussed in class. Work with peers to edit and strengthen writing in order to publish it on the class webpage. You may decide to upload it as a blog, a podcast, an iMovie, or another multimedia format of choice. (W.7.3, W.7.4, W.7.5)</p>	<p>See Writing Addendum: Writing Process W07.S1 Writing Elements W07.S2</p> <p>W07.S3C3.01 Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables). W07.S3C3.03 Write a friendly letter that includes a: a. heading b. salutation c. body d. closing e. signature W07.S3C3.04 Write a formal letter than follows a conventional business letter format. W07.S3C3.05 Address an envelope for correspondence that includes: a. an appropriate return address. b. an appropriate recipient address.</p>

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Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p style="text-align: center;">Source: ADE/ELA Committee This standard reflects the writing process. See Writing Addendum. Source: commoncore.org</p> <p>Reflective Essay (Option 1) Grade 7 Unit 5 Write your own science fiction story that answers the question, “What if...?” Work with peers to edit and strengthen your story before presenting it to the class. Publish it in a multimedia format on the class webpage. (SL.7.5, W.7.3, W.7.4, W.7.5, W.7.6, W.7.8, L.7.1, L.7.3, L.7.5)</p>	<p>See Writing Addendum: Writing Process W07.S1</p>

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Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Publishing includes presenting a final product for the intended audience. The final product should be legible and use margins and spacing to make the piece appealing to the reader. Teachers create a rubric to assist in expectations of keyboarding skills (e.g. margins, spacing, font size, font style, etc.); provide “on-demand” writing for students by limiting the amount of time permitted to complete the assignment; provide opportunities for students to review writing collaboratively using a peer review process, checklists, rubrics, etc. Students will be able to collaborate with others to produce original works with links to sources. Connections: ET07.S2C1.01, ET07.S2C2.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay (Option 2) Grade 7 Unit 5 Write an essay response to the essential question: “How do authors make science fiction believable?” Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing before presenting it to the class. Publish it in written or multimedia format on the class webpage. (RL.7.2, W.7.4, W.7.5, W.7.6, W.7.8, W.7.9, L.7.1, L.7.3, L.7.5)</p>	<p>See Writing Addendum: Writing Process W07.S1</p> <p>VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.</p>

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Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>7.W.7 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 style="text-align: center;">Source: ADE/ELA Committee</p> <p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p> <p>Students write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source and citing information correctly using a standard, recognized format.</p> <p>Students write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of their sources.</p> <p>Students conduct a short research project in which they answer questions by gathering information from several sources and write a report.</p> <p>Example topics include identifying how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Rachel Carson, Luis Alvarez, Percival Lowell, Copernicus); researching ways geographic features and conditions influenced certain events in history (e.g., increased need for source of raw materials, creation of national boundaries, the Dust Bowl); or researching how a major milestone in science or technology has revolutionized the thinking of the time (e.g., global positioning system, telescopes, seismographs, photography).</p> <p>Students locate and synthesize information utilizing advanced search strategies to conduct research about a particular topic.</p> <p>Connections: SC07.S2C1.01, SS07.S4C6.01, SC07.S2C1.02, ET07.S3C2.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Essay Grade 7 Unit 4 Write a research essay about Jack London, Gary Paulsen, Will Hobbs, or another author of your choice who writes about survival in the wilderness. Present your findings to the class in a coherent presentation. Feel free to add multimedia elements to your presentation. (W.7.7, RI.7.5, RI.7.8, SL.7.4, L.7.1, L.7.2)</p>	<p>W07.S3C6.01 Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details <p>W07.S3C6.02 Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used <p>R07.S3C1.06 Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.</p> <p>LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p>

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<p>7.W.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. (continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students will gather information from a variety of sources (e.g., encyclopedias, Internet websites, experts, journal or magazine articles, textbooks). Students will be able to gather relevant information using print and electronic media. Students will use search terms effectively, determine which sources are credible and accurate, and cite data correctly without plagiarizing. When students conduct research, they will demonstrate the ability to use effectively narrowed search terms that will elicit the information needed. Students will use quotations correctly and/or paraphrase information to avoid plagiarism. Citations will be in a standard recognized format, i.e., APA or MLA, in both the text and the bibliography. Connections: SS07.S1C1.06, SS07.S2C1.06, ET07.S3C1;C2</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay/Word Study Grade 7 Unit 6 Select a genre studied this year and write a response to the essential question: “Is literature always a reflection of life?” Make sure to include elements that make it apparent to the reader which genre you chose, cite specific details from texts you’ve read, and use as many words as possible learned in “Word Study” this year. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing before presenting it to the class. Publish it in written or multimedia format on the class webpage. (RL.7.10, W.7.1, W.7.4, W.7.5, W.7.6, W.7.8, W.7.9, W.7.10, SL.7.3, L.7.3, L.7.5, L.7.6)</p>	<p>R07.S3C1.03 Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>R07.S3C1.05 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.</p> <p>R07.S3C1.06 Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.</p> <p>R07.S3C1.07 Differentiate between primary and secondary source material.</p> <p>R07.S3C1.08 Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.</p> <p>W07.S3C2.01 Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p> <p>W07.S3C2.02 Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information

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7.W.8 (continued)		<p>W07.S3C6.01 Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details <p>W07.S3C6.02 Write an informational report that includes:</p> <ul style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources use <p>VP.E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness.</p>

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Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. A response will present one or more clear ideas, support inferences and conclusions with examples from the text and references to other works including non-print media. Students write a character analysis from a literary text and support their claims with evidence from the text; students write an analysis of the impact of historical events using information from both a literary selection and historical documents or text; students write an analysis of an argument using evidence from the text to support their claim(s) regarding the argument. For example, after reading Karen Hesse’s <i>Out of the Dust</i>, write a reflective journal on the novel. Students then conduct research about the Dust Bowl and write an essay analyzing the historical accuracies of the novel to develop further depth to their literary reflection. Connections: SS07.S1C1.08, SS07.S1C8.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 7 Unit 1 Write a written response to this question based on historical fiction read and discussed in both English and Social Studies class, “What makes characters in historical fiction believable?” Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to record your essay and upload it as a podcast on the class webpage for this unit. (RL.7.9, W.7.9, L.7.1, L.7.2)</p>	<p>W07.S3C5.01 Write a response to literature that:</p> <ol style="list-style-type: none"> a. presents several clear ideas. b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media. c. relates own ideas to supporting details in a clear and logical manner. <p>R07.S2C1 Identify, analyze, and apply knowledge of the structures and elements.</p> <p>R07.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>

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Range of Writing		Strands, Concepts, and Performance Objectives
<p>7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Essay Grade 7 Unit 6 The human spirit can be defined as a combination of the traits that all human beings have in common. Select three of these traits as they appear in the novels you have read and discuss the importance of each. Make the case for why you chose the traits you did. Justify your answer by citing specific information from texts you have read. (W.7.1, W.7.4, W.7.10, SL.7.3, L.7.3, L.7.5, L.7.6)</p>	<p>See Writing Addendum: Writing Process W08.S1 Writing Elements W08.S2</p>

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Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>7.SL.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. (continued next page) 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.</p>	<p>Source: commoncore.org Class Discussion Grade 7 Unit 2 What is meant by the word "perseverance"? Look up the word in a dictionary (in print or online) and write your ideas down on a sticky note. Your teacher will give you the opportunity to "give one, get one" in order to go beyond the dictionary definition. Create a class word map of the word "perseverance." As you find examples of perseverance in texts read in your classes, write them on sticky notes and add them to our chart. (SL.7.1)</p>	<p>LS.R3 Share ideas, information, opinions, and questions. LS.R5 Participate in group discussions. LS.F1 Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information. LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee. LS.E4 Predict, clarify, analyze, and critique a speaker's information and point of view.</p>

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Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
7.SL.1 (continued) 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.		

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Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Media Appreciation Grade 7 Unit 3 Watch the HBO documentary “Paper Clips,” which is about a project started by middle school students to remember the people affected by the Holocaust. How does the format contribute to the meaning/impact? As a class, discuss why it is important to learn from history and pass that learning from generation to generation. (RL.7.5, RL.7.7, SL.7.2)</p>	<p>R07.S3C1.08 Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. R07.S3C1.10 Make relevant inferences about expository text, supported by text evidence. LS.E4 Predict, clarify, analyze and critique a speaker’s information and point of view. VP.E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.</p>
<p>7.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Media Appreciation Grade 7 Unit 5 After listening to the original 1938 radio broadcast of <i>War of the Worlds</i>, discuss the following questions:</p> <ul style="list-style-type: none"> • Did the radio play hold your attention? Why or why not? • Which techniques were effective in making the audio “come alive”? • Were you invested in what happened to any of the characters? Why or why not? • Does this remind you of any similar stories/broadcasts you have heard? <p>(RL.7.7, SL.7.1) Follow up by researching public reaction to the radio broadcast on the night before Halloween, 1938. What effect did the program have on listeners who tuned in late? What made or would make the broadcast sound believable? Write your ideas in your journal and share ideas with a partner prior to class discussion. (SL.7.3)</p>	<p>LS.E4 Predict, clarify, analyze and critique a speaker’s information and point of view.</p>

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Presentation of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Essay Grade 7 Unit 6 <i>After reading Cyrano de Bergerac by Edmond Rostand, think about whether it is a tragedy or a comedy? Write your position on a Sticky note, and your teacher will divide the class based on everyone's positions. Share ideas with classmates who are of the same opinion. Then write your own essay. Justify your answer by drawing on other stories read this year, and present your argument to the class. Ask your classmates to analyze your arguments for effectiveness.</i> (W.7.1, W.7.4, W.7.10, SL.7.3, SL.7.4, L.7.3, L.7.5, L.7.6)</p>	<p>LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS.E2 Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p>
<p>7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Introductory Activity Grade 7 Unit 4 Read "The Song of Wandering Aengus" by William Butler Yeats. Talk with a classmate about what you think the poem means, both literally and figuratively. Prepare a short presentation that includes multimedia components to demonstrate meaning from one portion of the poem. Use visual representations of both the figurative and literal language that supports the meaning you present. (RL.7.2, RL.7.4, SL.7.5)</p>	<p>VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.</p> <p>LS.P1 Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.</p>
<p>7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Dramatization/Fluency Grade 7 Unit 2 Study the photo biography <i>Helen's Eyes: A Photobiography of Annie Sullivan, Helen Keller's Teacher</i> by Marfe Ferguson Delano, noting how the pictures relate Annie Sullivan's life, including her time as Helen Keller's teacher. Read <i>The Miracle Worker: A Play</i> by William Gibson in small groups or as a class. Practice speaking the lines prior to reading the play aloud. Next, compare the way each form contributes to its meaning. In a class discussion, present the qualities of each form as informational text. (RL.7.5, RL.7.6, RI.7.9, SL.7.1, SL.7.6)</p>	<p>LS.F1 Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS.P1 Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>Source: ADE/ELA Committee Source: commoncore.org</p> <p>Dramatization/Fluency (Option 1) Grade 7 Unit 3 Write a dramatic interpretation of Anne Frank's (or someone else's) experience (person may be fictional) with conflict during the Holocaust; you may focus on interpersonal conflict, intrapersonal conflict, conflict between self and society, or another type of conflict. Your interpretation should incorporate the dramatic elements studied in class and accurately reflect the information learned in history class. (W.7.3, RI.7.3, W.7.4, L.7.1, L.7.2, L.7.3)</p>	<p>See Writing Addendum: Writing Elements W07.S2, WHS.S2</p>

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Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 7 Unit 2 Write a response to the essential question based on the novels and biographies read and discussed in class: “How do characters, real and fictional, use words and actions to demonstrate perseverance?” Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to record your essay and upload it as a podcast on the class webpage for this unit. (W.7.9, L7.1, L7.2)</p>	<p>See Writing Addendum: Writing Process W07.S1 Writing Elements W07.S2</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking and Viewing & Presenting
Knowledge of Language		Strands, Concepts, and Performance Objectives
<p>7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Write a Poem Grade 7 Unit 6 After reading <i>Peter Pan</i> by James M. Barrie and <i>Peter Pan in Scarlet</i> by Geraldine McCaughrean, write a poem about Peter Pan and how he changed in this sequel from the original story. Choose poetic devices that exemplify his traits as a character, his experiences in the book, and/or his approach to life. You may talk through your ideas with a partner before writing your first draft, and ask this classmate to help you revise and edit the final draft. Recite your poem for the class. (RL.7.5, SL.7.6, L.7.3, L.7.5, L.7.6)</p>	<p>See Writing Addendum: Writing Process W07.S1 Writing Elements W07.S2</p> <p>LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p>

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>7.L.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. (continued next page) a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>Source: commoncore.org</p> <p>Word Study Grade 7 Unit 5 Using the words you have accumulated in your vocabulary journal or brainstormed in class, create a personal dictionary with clear definitions and examples of use. Include these new words in your writing whenever you can to further internalize their meanings. (L.7.4, L.7.5)</p>	<p>R07.S1C4.01 Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin). R07.S1C4.02 Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). R07.S1C4.03 Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast). R07.S1C4.05 Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available. R09.S1C4.03: Distinguish between the denotative and connotative meanings of words.</p>

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>7.L.4 (continued)</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p style="font-size: 100px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response/Writing an Argument Grade 7 Unit 4</p> <p>Why is it important to read the original (full) version of a novel in order to appreciate the abridged (shorter) versions? Read both the original version and the graphic novel version of <i>The Call of the Wild</i> by Jack London and then write a convincing argument for reading the original version, citing similarities and differences between the versions read. You may talk through your ideas with a partner prior to writing your first draft. (RL.7.2, W.7.1, SL.7.4, L.7.5, L.7.1, L.7.2)</p>	<p>R07.S1C4.02 Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>R07.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>R09.S2C1.02 Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>7.L.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students will carefully choose and use grade appropriate words and phrases for a variety of academic contexts (e.g., exaggerate, winced, pinnacle, formula, theory, monarch, imperialism, colonization, kilowatt, refraction, translucent, disc, keyboard, interface, upload, isotope, sonnet, oligopoly, peninsula, treaty, etc.). Students will use vocabulary knowledge when considering the meaning of a word or phrase (e.g., knowledge of Greek and Latin roots and affixes, context clues, part of speech, use in sentence, etc.).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response/Writing an Argument Grade 7 Unit 4 Why is it important to read the original (full) version of a novel in order to appreciate the abridged (shorter) versions? Read both the original version and the graphic novel version of <i>The Call of the Wild</i> by Jack London and then write a convincing argument for reading the original version, citing similarities and differences between the versions read. You may talk through your ideas with a partner prior to writing your first draft. (RL.7.2, W.7.1, SL.7.4, L.7.5, L.7.1, L.7.2)</p>	<p>See Writing Addendum: Writing Elements W07.S2</p>