

Focus Topic: RL – Reading Standards for Literature

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	7.RL.1	How do our senses help us understand characters without the help of words?	Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text	Ongoing observation & questioning during class discussions
TSW determine a theme or central idea of a text and analyze its development over the course of the text and provide an objective summary of the text	7.RL.2	How is author's craft used to develop the personality of a character?	Fluent readers group words quickly to help them gain meaning from what they read	Performance tasks
TSW analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	7.RL.3	How do external/internal factors influence character development or identity?		Self-Assessment
TSW determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	7.RL.4	What makes a character believable?		Literature Connections
TSW analyze the impact of rhymes and other repetitions of sounds (ie. alliteration) on a specific verse or stanza of a poem or section of a story or drama	7.RL.4			Multiple Choice
TSW analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	7.RL.5			Projects
TSW analyze how an author develops and contrasts the points of view of different characters or narrators in a text	7.RL.6			Journal Writing
TSW 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)	7.RL.7			
TSW 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	7.RL.9			
TSW read and comprehend literature, including stories, dramas, and poems, in grade appropriate text complexity band proficiently, with scaffolding as needed at the high end of the range	7.RL.10			

Focus Topic: RI – Reading Standards for Informational Text

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	7.RI.1	What can fictional accounts of real issues teach us?	Good readers employ strategies to help them understand text	Ongoing observation & questioning during class discussions
TSW 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	7.RI.2	How does the larger political and social context affect individuals?	The world we live in is reflected in literature	Performance tasks
TSW 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)	7.RI.3	How do an individual's experiences shape his or her point of view or opinion about a particular issue?		Self-Assessment
TSW determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	7.RI.4	Why do people write informational texts?		Literature Connections
TSW analyze the impact of a specific word choice on meaning and tone	7.RI.4			Multiple Choice
TSW 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	7.RI.5			Projects
TSW 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	7.RI.6			Journal Writing
TSW 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)	7.RI.7			
TSW 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	7.RI.8			
TSW 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	7.RI.9			

Focus Topic:RI – Reading Standards for Informational Text (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW read and comprehend literary nonfiction in the grade appropriate text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year	7.RI.10			

Focus Topic:W - Writing

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW write arguments to support claims with clear reasons and relevant evidence	7.W.1	How do writers gather information to support an angle?	Words powerfully affect meaning	Ongoing observation & questioning during class discussions
TSW introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically	7.W.1.a	How do writers use different strategies to write informational texts?	Researchers gather and critique information from different sources for specific purposes	Performance tasks
TSW support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text	7.W.1.b	How do you find information to support an angle?		Self-Assessment
TSW use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence	7.W.1.c	Why is information organized in different ways?		Literature Connections
TSW establish and maintain a formal style	7.W.1.d	How does the purpose influence the format of your writing?		Multiple Choice
TSW provide a concluding statement or section that follows from and supports the argument presented	7.W.1.e			Projects
TSW write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	7.W.2			Journal Writing
TSW introduce a topic clearly, previewing what is to follow	7.W.2.a			

Focus Topic:W - Writing (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW 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	7.W.2.a			
TSW develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	7.W.2.b			
TSW use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	7.W.2.c			
TSW use precise language and domain-specific vocabulary to inform about or explain the topic	7.W.2.d			
TSW establish and maintain a formal style	7.W.2.e			
TSW provide a concluding statement or section that follows from and supports the information or explanation presented	7.W.2.f			
TSW write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	7.W.3			
TSW 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	7.W.3.a			
TSW use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters	7.W.3.b			
TSW use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	7.W.3.c			
TSW use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	7.W.3.d			
TSW provide a conclusion that follows from and reflects on the narrated experiences or events	7.W.3.e			

Focus Topic:W - Writing (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	7.W.4			
TSW (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	7.W.5			
TSW 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	7.W.6			
TSW conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	7.W.7			
TSW gather relevant information from multiple print and digital sources, using search terms effectively	7.W.8			
TSW assess the credibility and accuracy of each source	7.W.8			
TSW quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	7.W.8			
TSW draw evidence from literary or informational texts to support analysis, reflection, and research	7.W.9			
TSW 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	7.W.9.a			
TSW 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	7.W.9.b			

Focus Topic: W - Writing (continued)

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW 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	7.W.10			

Focus Topic: SL – Speaking & Listening

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly	7.SL.1	Why do we ask questions?	Words powerfully affect meaning	Ongoing observation & questioning during class discussions
TSW 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	7.SL.1.a	What impact does listening have?	Language structure and content clues identify the intended meaning of words and phrases as they are used in text	Performance tasks
TSW follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed	7.SL.1.b	In what ways are ideas communicated orally?		Self-Assessment
TSW 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	7.SL.1.c			Literature Connections
TSW acknowledge new information expressed by others and, warranted, modify their own views	7.SL.1.d			Multiple Choice
TSW 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	7.SL.2			Projects

Focus Topic: SL – Speaking and Listening (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	7.SL.3			Journal Writing
TSW 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	7.SL.4			
TSW include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	7.SL.5			
TSW adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	7.SL.6			

Focus Topic: L - Language

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking	7.L.1	What is the purpose of applying grammar and mechanics skills?	Conventions are rules that have been established to standardize written communication	Ongoing observation & questioning during class discussions
TSW explain the function of phrases and clauses in general and their function in specific sentences	7.L.1.a	Why is it important to use correct spelling and grammar?	A rich vocabulary enables us to understand and communicate more effectively	Performance tasks
TSW choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	7.L.1.b	How important are Standard English conventions?		Self-Assessment
TSW place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers	7.L.1.c			Literature Connections
TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	7.L.2			Multiple Choice
TSW use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>)	7.L.2.a			Projects

Focus Topic: L – Language (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW spell correctly	7.L.2.b			Journal Writing
TSW use knowledge of language and its conventions when writing, speaking, reading, or listening	7.L.3			
TSW choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	7.L.3.a			
TSW determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies	7.L.4			
TSW 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	7.L.4.a			
TSW use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>)	7.L.4.b			
TSW consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	7.L.4.c			
TSW 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)	7.L.4.d			
TSW demonstrate understanding of figurative language, word relationships, and nuances in word meanings	7.L.5			
TSW interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context	7.L.5.a			
TSW use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words	7.L.5.b			

Focus Topic: L – Language (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>)	7.L.5.c			
TSW 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	7.L.6			

RH. Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)

TSW cite specific textual evidence to support analysis of primary and secondary sources
TSW determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
TSW identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
TSW determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
TSW describe how a text presents information (e.g., sequentially, comparatively, causally)
TSW identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
TSW integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
TSW distinguish among fact, opinion, and reasoned judgment in a text
TSW analyze the relationship between a primary and secondary source on the same topic
TSW read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

RST. Reading Standards for Literacy in Science and Technical Subjects (Grades 6-8)

	6	7	8
TSW cite specific textual evidence to support analysis of science and technical texts			
TSW determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions			
TSW follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks			
TSW determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade appropriate texts and topics			
TSW analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic			
TSW analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text			
TSW integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)			
TSW distinguish among facts, reasoned judgment based on research findings, and speculation in a text			
TSW compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic			
TSW read and comprehend science/technical texts in the grade appropriate text complexity band independently and proficiently			

WHST. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)

TSW write arguments focused on <i>discipline-specific content</i>
TSW introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
TSW support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
TSW use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
TSW establish and maintain a formal style
TSW provide a concluding statement or section that follows from and supports the argument presented
TSW write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
TSW introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
TSW develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
TSW use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
TSW use precise language and domain-specific vocabulary to inform about or explain the topic
TSW establish and maintain a formal style and objective tone
TSW provide a concluding statement or section that follows from and supports the information or explanation presented
TSW produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
TSW 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
TSW use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
TSW conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

WHST. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)
TSW gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source
TSW quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
TSW draw evidence from informational texts to support analysis reflection, and research
TSW write routinely over extended time frames (time for 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

College and Career Readiness Anchor Standards for Reading (Grades K-8)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Analyze how and why individuals, events, and ideas develop and interact over the course of a text
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
Assess how point of view or purpose shapes the content and style of a text
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Read and comprehend complex literary and informational texts independently and proficiently

College and Career Readiness Anchor Standards for Writing (Grades K-8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Draw evidence from literary or informational texts to support analysis, reflection, and research
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

College and Career Readiness Anchor Standards for Speaking and Listening (Grades K-8)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

College and Career Readiness Anchor Standards for Language (Grades K-8)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression