

## A Correlation of



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To the

# California English Language Development Standards Grade 7



Correlation to the California English Language Development Standards, Grade 6

Part I. Interacting in Meaningful Ways		
STANDARD CODE	Grade 7 ELD STANDARDS	
Part I. A. Collaborative		
1. Exchanging information/ ideas		
PI.7.1.EM	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh-questions and responding using simple phrases.	<p><b>Personalize for Learning:</b> <i>A Simple Act: 38; Learning To Love My Mother: 81; Mother-Daughter Drawings: 86; Mother To Son/To James: 102; Danger! This Mission To Mars Could Bore You To Death!: 158, 162; The Last Dog: 185; Ellen Ochoa: Director, Johnson Space Center: 203; An American Childhood: 331; He-y, Come On Ou-t!: 428</i></p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C; Future of Space Exploration Could See Humans On Mars, Alien Planets: 173C; The Grapes of Wrath: 456C; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 516C</i></p>
PI.7.1.EX	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	<p><b>Personalize for Learning:</b> <i>A Simple Act: 38; Learning To Love My Mother: 81; Mother-Daughter Drawings: 86; Mother To Son/To James: 102; Danger! This Mission To Mars Could Bore You To Death!: 158, 162; The Last Dog: 185; ; Ellen Ochoa: Director, Johnson Space Center: 203; An American Childhood: 331; He-y, Come On Ou-t!: 428</i></p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C; Future of Space Exploration Could See Humans On Mars, Alien Planets: 173C; The Grapes of Wrath: 456C; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 516C</i></p>
PI.7.1.BR	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	<p><b>Personalize for Learning:</b> <i>A Simple Act: 38; Learning To Love My Mother: 81; Mother-Daughter Drawings: 86; Mother To Son/To James: 102; Danger! This Mission To Mars Could Bore You To Death!: 158, 162; The Last Dog: 185; ; Ellen Ochoa: Director, Johnson Space Center: 203; An American Childhood: 331; He-y, Come On Ou-t!: 428</i></p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C; Future of Space Exploration Could See Humans On Mars, Alien Planets: 173C; The Grapes of Wrath: 456C; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 516C</i></p>

<b>2. Interacting via written English</b>		
PI.7.2.EM	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	<b>Personalize for Learning:</b> <i>Two Kinds: 27; Learning To Love My Mother: 81; The Last Dog: 197; Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 210; Turtle Watchers, Nature Is What We See, The Sparrow: 410; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 525</i>
PI.7.2.EX	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	<b>Personalize for Learning:</b> <i>Two Kinds: 27; Learning To Love My Mother: 81; Danger! This Mission To Mars Could Bore You To Death!: 162; The Last Dog: 197; Turtle Watchers, Nature Is What We See, The Sparrow: 410;</i>
PI.8.2.BR	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	<b>Personalize for Learning:</b> <i>Two Kinds: 27; Learning To Love My Mother: 81; Danger! This Mission To Mars Could Bore You To Death!: 162; The Last Dog: 197; Turtle Watchers, Nature Is What We See, The Sparrow: 410;</i>
<b>3. Supporting opinions and persuading others</b>		
PI.7.3.EM	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i> ) and open responses.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 55; A Simple Act: 38; Tutors Teach Seniors New High-Tech Tricks: 65, 67; Dark They Were, and Golden-Eyed: 151; The Last Dog: 185; Ellen Ochoa: Director, Johnson Space Center: 203; An American Childhood: 331; The Grapes of Wrath: 463</i>  <b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C</i>
PI.7.3.EX	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases ( <i>I agree with X, but . . .</i> ) and open responses.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 27; Tutors Teach Seniors New High-Tech Tricks: 65, 67; Learning To Love My Mother: 81; Dark They Were, and Golden-Eyed: 151; The Last Dog: 185; ; Ellen Ochoa: Director, Johnson Space Center: 203; An American Childhood: 331; The Grapes of Wrath: 463</i>  <b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C</i>
PI.7.3.BR	Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before</i> ), and open responses.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 27; Tutors Teach Seniors New High-Tech Tricks: 65, 67; Learning To Love My Mother: 81; Dark They Were, and Golden-Eyed: 151; The Last Dog: 185; ; Ellen Ochoa: Director, Johnson Space Center: 203; An American Childhood: 331; The Grapes of Wrath: 463</i>  <b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C</i>
<b>4. Adapting language choices</b>		
PI.7.4.EM	Adjust language choices according to social setting e.g., classroom, break time) and audience (e.g., peers, teacher).	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 55; Dark They Were, and Golden-Eyed: 151; The Last Dog: 185; A Christmas Carol: Scrooge And Marley: 254; Thank You, M'am: 317; An American Childhood: 331</i>

		<b>English Language Support:</b> <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 516C
PI.7.4.EX	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task:</i> 55; <i>Dark They Were, and Golden-Eyed:</i> 151; <i>The Last Dog:</i> 185; <i>A Christmas Carol: Scrooge And Marley:</i> 254; <i>Thank You, M'am:</i> 317; <i>An American Childhood:</i> 331  <b>English Language Support:</b> <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 516C
PI.7.4.BR	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task:</i> 55; <i>Dark They Were, and Golden-Eyed:</i> 151; <i>The Last Dog:</i> 185; <i>A Christmas Carol: Scrooge And Marley:</i> 254; <i>Thank You, M'am:</i> 317; <i>An American Childhood:</i> 331  <b>English Language Support:</b> <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 516C
<b>Part I. B. Interpretive</b>		
<b>5. Listening Actively</b>		
PI.7.5.EM	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	<b>Personalize for Learning:</b> <i>Tutors Teach Seniors New High-Tech Tricks:</i> 65, 67; <i>Learning To Love My Mother:</i> 81, <i>Mother To Son, To James:</i> 101, 102; <i>Dark They Were, and Golden-Eyed:</i> 151; <i>Al Gore's Nobel Acceptance Speech:</i> 390; <i>A Work In Progress:</i> 493; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 521  <b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks:</i> 62C
PI.7.5.EX	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	<b>Personalize for Learning:</b> <i>Tutors Teach Seniors New High-Tech Tricks:</i> 65, 67; <i>Learning To Love My Mother:</i> 81, <i>Mother To Son, To James:</i> 101, 102; <i>Dark They Were, and Golden-Eyed:</i> 151; <i>Al Gore's Nobel Acceptance Speech:</i> 390; <i>A Work In Progress:</i> 493; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 521  <b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks:</i> 62C
PI.7.5.BR	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	<b>Personalize for Learning:</b> <i>Tutors Teach Seniors New High-Tech Tricks:</i> 65, 67; <i>Learning To Love My Mother:</i> 81, <i>Mother To Son, To James:</i> 101, 102; <i>Dark They Were, and Golden-Eyed:</i> 151; <i>Al Gore's Nobel Acceptance Speech:</i> 390; <i>A Work In Progress:</i> 493; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 521  <b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks:</i> 62C
<b>6. Reading/viewing closely</b>		
PI.7.6.EM	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and	<b>Personalize for Learning:</b> <i>Two Kinds:</i> 13, 22; <i>A Simple Act:</i> 38, <i>An Invisible Thread:</i> 45, <i>Tutors Teach Seniors New High-Tech Tricks:</i> 67, <i>Mom &amp; Me &amp; Mom:</i> 84, <i>Learning To Love My Mother:</i> 81; <i>Danger! This Mission To Mars Could Bore You To Death!:</i> 158; <i>A Christmas Carol: Scrooge And</i>

	viewing of multimedia, with substantial support.	<p><i>Marley</i>: 260; <i>Scrooge</i>: 302; <i>The Grapes of Wrath</i>: 463</p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks</i>: 62C; <i>Dark They Were, and Golden-Eyed</i>: 126C; <i>Future of Space Exploration Could See Humans On Mars, Alien Planets</i>: 174C; <i>A Christmas Carol: Scrooge And Marley</i>: 264C; <i>Thank You, M'am</i>: 314C; <i>Turtle Watchers, Nature Is What We See, The Sparrow</i>: 402C</p>
	b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i> ).	<p><b>Personalize for Learning:</b> <i>Two Kinds</i>: 13, 22; <i>A Simple Act</i>: 38; <i>An Invisible Thread</i>: 45; <i>Tutors Teach Seniors New High-Tech Tricks</i>: 67; <i>Mom &amp; Me &amp; Mom</i>: 84; <i>A Christmas Carol: Scrooge And Marley</i>: 260; <i>Scrooge</i>: 302;</p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks</i>: 62C; <i>Future of Space Exploration Could See Humans On Mars, Alien Planets</i>: 174C; <i>Thank You, M'am</i>: 314C; <i>The Circuit</i>: 468C; <i>The Story Of My Life</i>: 504C</p>
	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	<p><b>Personalize for Learning:</b> <i>Two Kinds</i>: 13, 22; <i>A Simple Act</i>: 38; <i>An Invisible Thread</i>: 45; <i>Tutors Teach Seniors New High-Tech Tricks</i>: 67; <i>Mother To Son, To James</i>: 101; <i>Dark They Were, and Golden-Eyed</i>: 132, 137; <i>Danger! This Mission To Mars Could Bore You To Death!</i>: 156; <i>The Last Dog</i>: 185; <i>At the Crossroads</i>: 228; <i>A Christmas Carol: Scrooge And Marley</i>: 237, 252, 266, 271, 282; <i>Urban Farming Is Growing a Greener Future</i>: 332; <i>Nobel Speech</i>: 374; <i>The Grapes of Wrath</i>: 476</p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks</i>: 62C; <i>A Christmas Carol: Scrooge And Marley</i>: 234C; <i>Thank You, M'am</i>: 314C; <i>Silent Spring</i>: 362C; <i>The Circuit</i>: 468C</p>
PI.7.6.EX	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.	<p><b>Personalize for Learning:</b> <i>Two Kinds</i>: 13, 22; <i>A Simple Act</i>: 38; <i>An Invisible Thread</i>: 45; <i>Tutors Teach Seniors New High-Tech Tricks</i>: 67; <i>Mom &amp; Me &amp; Mom</i>: 84; <i>Learning To Love My Mother</i>: 81; <i>Danger! This Mission To Mars Could Bore You To Death!</i>: 158; <i>A Christmas Carol: Scrooge And Marley</i>: 260; <i>Scrooge</i>: 302; <i>The Grapes of Wrath</i>: 463</p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks</i>: 62C; <i>Dark They Were, and Golden-Eyed</i>: 126C; <i>Future of Space Exploration Could See Humans On Mars, Alien Planets</i>: 174C; <i>A Christmas Carol: Scrooge And Marley</i>: 264C; <i>Thank You, M'am</i>: 314C; <i>Turtle Watchers, Nature Is What We See, The Sparrow</i>: 402C</p>
	b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i> ).	<p><b>Personalize for Learning:</b> <i>Two Kinds</i>: 13, 22; <i>A Simple Act</i>: 38; <i>An Invisible Thread</i>: 45; <i>Tutors Teach Seniors New High-Tech Tricks</i>: 67; <i>Mom &amp; Me &amp; Mom</i>: 84; <i>A Christmas Carol: Scrooge And Marley</i>: 260; <i>Scrooge</i>: 302</p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors</i></p>

		<p><i>New High-Tech Tricks: 62C; Future of Space Exploration Could See Humans On Mars, Alien Planets: 174C; Thank You, M'am: 314C; The Circuit: 468C; The Story Of My Life: 504C</i></p>
	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Personalize for Learning:</b> <i>Two Kinds: 13, 22; A Simple Act: 38; An Invisible Thread: 45; Tutors Teach Seniors New High-Tech Tricks: 67; Mother To Son, To James: 101; Dark They Were, and Golden-Eyed: 132, 137; Danger! This Mission To Mars Could Bore You To Death!: 156; The Last Dog: 185; At the Crossroads: 228; A Christmas Carol: Scrooge And Marley: 237, 252, 266, 271, 282; Urban Farming Is Growing a Greener Future: 332; Nobel Speech: 374; The Grapes of Wrath: 476</i></p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C; A Christmas Carol: Scrooge And Marley: 234C; Thank You, M'am: 314C Silent Spring: 362C; The Circuit: 468C</i></p>
PI.7.6.BR	<p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p>	<p><b>Personalize for Learning:</b> <i>Two Kinds: 13, 22; A Simple Act: 38; An Invisible Thread: 45; Tutors Teach Seniors New High-Tech Tricks: 67; Mom &amp; Me &amp; Mom: 84, Learning To Love My Mother: 81; Danger! This Mission To Mars Could Bore You To Death!: 158; A Christmas Carol: Scrooge And Marley: 260; Scrooge: 302; The Grapes of Wrath: 463</i></p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C; Dark They Were, and Golden-Eyed: 126C; Future of Space Exploration Could See Humans On Mars, Alien Planets: 174C; A Christmas Carol: Scrooge And Marley: 264C; Thank You, M'am: 314C; Turtle Watchers, Nature Is What We See, The Sparrow: 402C</i></p>
	<p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</p>	<p><b>Personalize for Learning:</b> <i>Two Kinds: 13, 22; A Simple Act: 38; An Invisible Thread: 45; Tutors Teach Seniors New High-Tech Tricks: 67; Mom &amp; Me &amp; Mom: 84; A Christmas Carol: Scrooge And Marley: 260; Scrooge: 302</i></p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C; Future of Space Exploration Could See Humans On Mars, Alien Planets: 174C; Thank You, M'am: 314C; The Circuit: 468C; The Story Of My Life: 504C</i></p>
	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p><b>Personalize for Learning:</b> <i>Two Kinds: 13, 22; A Simple Act: 38; An Invisible Thread: 45; Tutors Teach Seniors New High-Tech Tricks: 67; Mother To Son: 101; Dark They Were, and Golden-Eyed: 132, 137; Danger! This Mission To Mars Could Bore You To Death!: 156; The Last Dog: 185; At the Crossroads: 228; A Christmas Carol: Scrooge And Marley: 237, 252, 266, 271, 282; Urban Farming Is Growing a Greener Future: 332; Nobel Speech: 374; The Grapes of Wrath: 476</i></p> <p><b>English Language Support:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 62C; A Christmas Carol:</i></p>

		<i>Scrooge And Marley: 234C; Thank You, M'am: 314C; Silent Spring: 362C; The Circuit: 468C</i>
<b>7. Evaluating Language Choices</b>		
PI.7.7.EM	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	<b>Personalize for Learning:</b> <i>An Invisible Thread: 43; Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 206; A Christmas Carol: Scrooge And Marley: 260; He-y, Come On Ou-t!: 427; The Circuit: 471</i>  <b>English Language Support:</b> <i>A Simple Act: 32C; Two Kinds: 12C; An Invisible Thread: 42C; Turtle Watchers, Nature Is What We See, The Sparrow: 402C; The Grapes of Wrath: 456C; The Circuit: 468C; A Work In Progress: 492C</i>
PI.7.7.EX	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	<b>Personalize for Learning:</b> <i>An Invisible Thread: 43; Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 206; A Christmas Carol: Scrooge And Marley: 260; He-y, Come On Ou-t!: 427; The Circuit: 471</i>  <b>English Language Support:</b> <i>A Simple Act: 32C; Two Kinds: 12C; An Invisible Thread: 42C; Turtle Watchers, Nature Is What We See, The Sparrow: 402C; The Grapes of Wrath: 456C; The Circuit: 468C; A Work In Progress: 492C</i>
PI.7.7.BR	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	<b>Personalize for Learning:</b> <i>, An Invisible Thread: 43; Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 206; A Christmas Carol: Scrooge And Marley: 260; He-y, Come On Ou-t!: 427; The Circuit: 471</i>  <b>English Language Support:</b> <i>A Simple Act: 32C; Two Kinds: 12C; An Invisible Thread: 42C; Turtle Watchers, Nature Is What We See, The Sparrow: 402C; The Grapes of Wrath: 456C; The Circuit: 468C; A Work In Progress: 492C</i>
<b>8. Analyzing language choices</b>		
PI.7.8.EM	Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word <i>polite</i> versus the term <i>good</i> ) produce different effects on the audience.	<b>Personalize for Learning:</b> <i>An Invisible Thread: 43, Mom &amp; Me &amp; Mom: 72, Mother To Son, To James: 96, 101; Dark They Were, and Golden-Eyed: 134, 137; A Christmas Carol: Scrooge And Marley: 240, 251, 273, 287, 290; Thank You, M'am: 317; Silent Spring: 363; Nobel Speech: 377; Turtle Watchers, Nature Is What We See, The Sparrow: 406, 410; Against the Odds: 449; A Work In Progress: 501; A Work In Progress: 510</i>  <b>English Language Support:</b> <i>A Simple Act: 32C, Two Kinds: 12C, An Invisible Thread: 42C; The Last Dog: 182C; Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 204C; An American Childhood: 324C; Nobel Speech: 372C</i>
PI.7.8.EX	Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>diplomatic</i> versus <i>respectful</i> ) or	<b>Personalize for Learning:</b> <i>An Invisible Thread: 43, Mom &amp; Me &amp; Mom: 72, Mother To Son, To James: 96, 101; Dark They Were, and Golden-Eyed: 134, 137; A Christmas Carol: Scrooge And Marley: 240,</i>

	figurative language (e.g. <i>The wind blew through the valley like a furnace</i> ) produce shades of meaning and different effects on the audience.	251, 273, 287, 290; <i>Thank You, M'am</i> : 317; <i>Silent Spring</i> : 363; <i>Nobel Speech</i> : 377; <i>Turtle Watchers, Nature Is What We See, The Sparrow</i> : 406, 410; <i>Against the Odds</i> : 449; <i>A Work In Progress</i> : 501; <i>A Work In Progress</i> : 510  <b>English Language Support:</b> <i>A Simple Act</i> : 32C, <i>Two Kinds</i> : 12C, <i>An Invisible Thread</i> : 42C; <i>The Last Dog</i> : 182C; <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity</i> : 204C; <i>An American Childhood</i> : 324C; <i>Nobel Speech</i> : 372C
PI.7.8.BR	Explain how phrasing or different words with similar meanings (e.g., <i>refined-respectful-polite-diplomatic</i> ) or figurative language (e.g., <i>The wind whispered through the night</i> ) produce shades of meaning, nuances, and different effects on the audience.	<b>Personalize for Learning:</b> <i>An Invisible Thread</i> : 43, <i>Mom &amp; Me &amp; Mom</i> : 72, <i>Mother To Son, To James</i> : 96, 101; <i>Dark They Were, and Golden-Eyed</i> : 134, 137; <i>A Christmas Carol: Scrooge And Marley</i> : 240, 251, 273, 287, 290; <i>Thank You, M'am</i> : 317; <i>Silent Spring</i> : 363; <i>Nobel Speech</i> : 377; <i>Turtle Watchers, Nature Is What We See, The Sparrow</i> : 406, 410; <i>Against the Odds</i> : 449; <i>A Work In Progress</i> : 501; <i>A Work In Progress</i> : 510  <b>English Language Support:</b> <i>A Simple Act</i> : 32C, <i>Two Kinds</i> : 12C, <i>An Invisible Thread</i> : 42C; <i>The Last Dog</i> : 182C; <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity</i> : 204C; <i>An American Childhood</i> : 324C; <i>Nobel Speech</i> : 372C
<b>Part I. C. Productive</b>		
<b>9. Presenting</b>		
PI.7.9.EM	Plan and deliver brief informative oral presentations on concrete topics.	<b>Personalize for Learning:</b> <i>Two Kinds</i> : 30; <i>Mother-Daughter Drawings</i> : 90; <i>Small Group Performance Task</i> : 115, 213, 341, 431, 529; <i>Thank You, M'am</i> : 317
PI.7.9.EX	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	<b>Personalize for Learning:</b> <i>Two Kinds</i> : 30; <i>Mother-Daughter Drawings</i> : 90; <i>Small Group Performance Task</i> : 115, 213, 341, 431, 529; <i>Thank You, M'am</i> : 317
PI.7.9.BR	Plan and deliver longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas and using a growing understanding of register.	<b>Personalize for Learning:</b> <i>Two Kinds</i> : 30; <i>Mother-Daughter Drawings</i> : 90; <i>Small Group Performance Task</i> : 115, 213, 341, 431, 529; <i>Thank You, M'am</i> : 317
<b>10. Writing</b>		
PI.7.10.EM	a. Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task</i> : 53; <i>Learning To Love My Mother</i> : 81; <i>Danger! This Mission To Mars Could Bore You To Death!</i> : 162; <i>The Last Dog</i> : 197; <i>Thank You, M'am</i> : 322; <i>The Circuit</i> : 480  <b>English Language Support:</b> <i>Two Kinds</i> : 12C
	b. Write brief summaries of texts and experiences using complete sentences and key words (e.g.,	<b>Personalize for Learning:</b> <i>Whole Class Performance Task</i> : 53; <i>Learning To Love My Mother</i> : 81; <i>Mother To Son, To James</i> : 103; <i>The Circuit</i> : 480



	from notes or graphic organizers).	<b>English Language Support:</b> <i>Dark They Were, and Golden-Eyed:</i> 126C; <i>He-y, Come On Ou-t!:</i> 420C
PI.7.10.EX	a. Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task:</i> 53; <i>Learning To Love My Mother:</i> 81; <i>Danger! This Mission To Mars Could Bore You To Death!:</i> 162; <i>Future OF Space Exploration Could See Humans On Mars, Alien Planets:</i> 180; <i>The Last Dog:</i> 197; <i>Thank You, M'am:</i> 322; <i>The Circuit:</i> 480  <b>English Language Support:</b> <i>Two Kinds:</i> 12C
	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Personalize for Learning:</b> <i>Whole Class Performance Task:</i> 53; <i>Learning To Love My Mother:</i> 81; <i>Mother To Son, To James:</i> 103; <i>The Circuit:</i> 480  <b>English Language Support:</b> <i>Dark They Were, and Golden-Eyed:</i> 126C; <i>He-y, Come On Ou-t!:</i> 420C
PI.7.10.BR	a. Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task:</i> 53; <i>Learning To Love My Mother:</i> 81; <i>Danger! This Mission To Mars Could Bore You To Death!:</i> 162; <i>Future OF Space Exploration Could See Humans On Mars, Alien Planets:</i> 180; <i>The Last Dog:</i> 197; <i>The Circuit:</i> 480  <b>English Language Support:</b> <i>Two Kinds:</i> 12C
	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	<b>Personalize for Learning:</b> <i>Whole Class Performance Task:</i> 53; <i>Learning To Love My Mother:</i> 81; <i>Mother To Son, To James:</i> 103; <i>The Circuit:</i> 480  <b>English Language Support:</b> <i>Dark They Were, and Golden-Eyed:</i> 126C; <i>He-y, Come On Ou-t!:</i> 420C
<b>11. Justifying/arguing</b>		
PI.7.11.EM	a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	<b>Personalize for Learning:</b> <i>Two Kinds:</i> 14, 27; <i>Small Group Performance Task:</i> 115, 213, 341, 431, 529; <i>Dark They Were, and Golden-Eyed:</i> 151; <i>He-y, Come On Ou-t!:</i> 428
	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).	<b>Personalize for Learning:</b> <i>Two Kinds:</i> 14, 27; <i>Dark They Were, and Golden-Eyed:</i> 151; <i>He-y, Come On Ou-t!:</i> 428; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 525
PI.7.11.EX	a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	<b>Personalize for Learning:</b> <i>Two Kinds:</i> 14, 27; <i>Small Group Performance Task:</i> 115, 213, 341, 431, 529; <i>Dark They Were, and Golden-Eyed:</i> 151; <i>He-y, Come On Ou-t!:</i> 428
	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).	<b>Personalize for Learning:</b> <i>Two Kinds:</i> 14, 27; <i>Dark They Were, and Golden-Eyed:</i> 151; <i>He-y, Come On Ou-t!:</i> 428; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 525

PI.7.11.BR	a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.	<b>Personalize for Learning:</b> <i>Two Kinds</i> : 14, 27; <i>Small Group Performance Task</i> : 115, 213, 341, 431, 529; <i>Dark They Were, and Golden-Eyed</i> : 151; <i>He-y, Come On Ou-t!</i> : 428
	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i> ).	<b>Personalize for Learning:</b> <i>Two Kinds</i> : 14, 27; <i>Dark They Were, and Golden-Eyed</i> : 151; <i>He-y, Come On Ou-t!</i> : 428; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 525
<b>12. Selecting language resources</b>		
PI.7.12.EM	a. Use a select number of general academic words (e.g., <i>cycle, alternative</i> ) and domain-specific words (e.g., <i>scene, chapter, paragraph</i> ) to create some precision while speaking and writing.	<b>Personalize for Learning:</b> <i>Unit Introduction</i> : 119, 227, 355, 445; <i>Dark They Were, and Golden-Eyed</i> : 145, 150; <i>Danger! This Mission To Mars Could Bore You To Death!</i> : 158; <i>Ellen Ochoa: Director, Johnson Space Center</i> : 200; <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity</i> : 210; <i>Eagle Tracking at Follensby Pond</i> : 412  <b>English Language Support:</b> <i>Two Kinds</i> : 12C; <i>A Simple Act</i> : 32C; <i>Danger! This Mission To Mars Could Bore You To Death!</i> : 152C; <i>Future of Space Exploration Could See Humans On Mars, Alien Planets</i> : 173C; <i>An American Childhood</i> : 324C; <i>Silent Spring</i> : 362C
	b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X. He walked to school</i> ).	<b>Personalize for Learning:</b> <i>Unit Introduction</i> : 119, 227, 355, 455; <i>Dark They Were, and Golden-Eyed</i> : 150; <i>Whole Class Performance Task</i> : 169; <i>Rethinking the Wild</i> : 359; <i>Nobel Speech</i> : 382; <i>Al Gore's Nobel Acceptance Speech</i> : 386; <i>Eagle Tracking at Follensby Pond</i> : 412  <b>English Language Support:</b> <i>Danger! This Mission To Mars Could Bore You To Death!</i> : 152C
PI.7.12.EX	a. Use a growing set of academic words (e.g., <i>cycle, alternative, indicate, process</i> ), domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i> ), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	<b>Personalize for Learning:</b> <i>Unit Introduction</i> : 119, 227, 355, 455; <i>Dark They Were, and Golden-Eyed</i> : 145, 150; <i>Danger! This Mission To Mars Could Bore You To Death!</i> : 158; <i>Ellen Ochoa: Director, Johnson Space Center</i> : 200; <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity</i> : 210; <i>Silent Spring</i> : 362C; <i>Eagle Tracking at Follensby Pond</i> : 412  <b>English Language Support:</b> <i>Two Kinds</i> : 12C; <i>A Simple Act</i> : 32C; <i>Danger! This Mission To Mars Could Bore You To Death!</i> : 152C; <i>Future of Space Exploration Could See Humans On Mars, Alien Planets</i> : 173C; <i>An American Childhood</i> : 324C
	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes walking to school. That's impossible</i> ).	<b>Personalize for Learning:</b> <i>Unit Introduction</i> : 119, 227, 355, 455; <i>Dark They Were, and Golden-Eyed</i> : 150; <i>Whole Class Performance Task</i> : 169; <i>Rethinking the Wild</i> : 359; <i>Nobel Speech</i> : 382; <i>Al Gore's Nobel Acceptance Speech</i> : 386; <i>Eagle Tracking at Follensby Pond</i> : 412  <b>English Language Support:</b> <i>Danger! This Mission To Mars Could Bore You To Death!</i> : 152C

PI.7.12.BR	<p>a. Use an expanded set of general academic words (e.g., <i>cycle, alternative, indicate, process, emphasize, illustrate</i>), domain-specific words (e.g., <i>scene soliloquy, sonnet, friction, monarchy, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> → <i>destruction, probably</i> → <i>probability, reluctant</i> → <i>reluctantly</i>).</p>	<p><b>Personalize for Learning:</b> <i>Unit Introduction: 119, 227, 355, 455; Dark They Were, and Golden-Eyed: 145, 150; Danger! This Mission To Mars Could Bore You To Death!: 158; Ellen Ochoa: Director, Johnson Space Center: 200; Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 210; Silent Spring: 362C; Eagle Tracking at Follensby Pond: 412</i></p> <p><b>English Language Support:</b> <i>Two Kinds: 12C; A Simple Act: 32C; Danger! This Mission To Mars Could Bore You To Death!: 152C; Future of Space Exploration Could See Humans On Mars, Alien Planets: 173C; An American Childhood: 324C</i></p> <p><b>Personalize for Learning:</b> <i>Unit Introduction: 119, 227, 355, 455; Dark They Were, and Golden-Eyed: 150; Whole Class Performance Task: 169; Rethinking the Wild: 359; Nobel Speech: 382; Al Gore's Nobel Acceptance Speech: 386; Eagle Tracking at Follensby Pond: 412</i></p> <p><b>English Language Support:</b> <i>Danger! This Mission To Mars Could Bore You To Death!: 152C</i></p>
<b>Part II. A. Structuring Cohesive Texts</b>		
<b>1. Understanding Text Structure</b>		
PII.7.1.EM	Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	<p><b>Personalize for Learning:</b> <i>The Last Dog: 197; Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 206, 210; A Christmas Carol: Scrooge And Marley: 260</i></p> <p><b>English Language Support:</b> <i>The Last Dog: 182C; A Christmas Carol: Scrooge And Marley: 234C, 264C; A Work In Progress: 492C</i></p>
PII.7.1.EX	Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	<p><b>Personalize for Learning:</b> <i>The Last Dog: 197; Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 206, 210; A Christmas Carol: Scrooge And Marley: 260</i></p> <p><b>English Language Support:</b> <i>The Last Dog: 182C; A Christmas Carol: Scrooge And Marley: 234C, 264C; A Work In Progress: 492C</i></p>
PII.7.1.BR	Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	<p><b>Personalize for Learning:</b> <i>The Last Dog: 197; Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 206, 210; A Christmas Carol: Scrooge And Marley: 260</i></p> <p><b>English Language Support:</b> <i>The Last Dog: 182C; A Christmas Carol: Scrooge And Marley: 234C, 264C; A Work In Progress: 492C</i></p>
<b>2. Understanding Cohesion</b>		

PII.7.2.EM	a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.	<b>Personalize for Learning:</b> <i>Mother-Daughter Drawings: 87; A Christmas Carol: Scrooge And Marley: 260, An American Childhood: 330; He-y, Come On Ou-t!: 422</i>  <b>English Language Support:</b> <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 204C</i>
	b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i> ) to comprehending and writing brief texts.	<b>Personalize for Learning:</b> <i>Mother-Daughter Drawings: 87; A Christmas Carol: Scrooge And Marley: 260; He-y, Come On Ou-t!: 422</i>  <b>English Language Support:</b> <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 204C</i>
PII.7.2.EX	a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion.	<b>Personalize for Learning:</b> <i>Mother-Daughter Drawings: 87; A Christmas Carol: Scrooge And Marley: 260; An American Childhood: 330; He-y, Come On Ou-t!: 422</i>  <b>English Language Support:</b> <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 204C</i>
	b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i> ) to comprehending and writing texts with increasing cohesion.	<b>Personalize for Learning:</b> <i>Mother-Daughter Drawings: 87; A Christmas Carol: Scrooge And Marley: 260; He-y, Come On Ou-t!: 422</i>  <b>English Language Support:</b> <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 204C</i>
PII.7.2.BR	a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.	<b>Personalize for Learning:</b> <i>Mother-Daughter Drawings: 87; A Christmas Carol: Scrooge And Marley: 260; An American Childhood: 330; He-y, Come On Ou-t!: 422</i>  <b>English Language Support:</b> <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 204C</i>
	b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i> ) to comprehending and writing texts with increasing cohesion.	<b>Personalize for Learning:</b> <i>Mother-Daughter Drawings: 87; A Christmas Carol: Scrooge And Marley: 260; He-y, Come On Ou-t!: 422</i>  <b>English Language Support:</b> <i>Neil De Grasse Tyson On The Future Of U.S. Space Exploration After Curiosity: 204C</i>
<b>Part II. B. Expanding and Enriching Ideas</b>		
<b>3. Using Verbs and Verb Phrases</b>		
PII.7.3.EM	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 57, 167; Tutors Teach Seniors New High-Tech Tricks: 68, Mom &amp; Me &amp; Mom: 79; Future OF Space Exploration Could See Humans On Mars, Alien Planets: 180; The Story Of My Life: 506</i>  <b>English Language Support:</b> <i>The Last Dog: 182C</i>
PII.7.3.EX	Use a variety of verbs in different tenses (e.g., past, present, future,	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 57, 167; Tutors Teach Seniors</i>

	simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	<i>New High-Tech Tricks: 68, Mom &amp; Me &amp; Mom: 79; Future OF Space Exploration Could See Humans On Mars, Alien Planets: 180; The Story Of My Life: 506</i>  <b>English Language Support:</b> <i>The Last Dog: 182C</i>
PII.7.3.BR	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 57, 167; Tutors Teach Seniors New High-Tech Tricks: 68, Mom &amp; Me &amp; Mom: 79; Future OF Space Exploration Could See Humans On Mars, Alien Planets: 180; The Story Of My Life: 506</i>  <b>English Language Support:</b> <i>The Last Dog: 182C</i>
<b>4. Using nouns and noun phrases</b>		
PII.7.4.EM	Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 57; Mother-Daughter Drawings: 87; Mom &amp; Me &amp; Mom: 79; Dark They Were, and Golden-Eyed: 146; An American Childhood: 330</i>
PII.7.4.EX	Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 57; Mother-Daughter Drawings: 87; Mom &amp; Me &amp; Mom: 79; Dark They Were, and Golden-Eyed: 146; An American Childhood: 330</i>
PII.7.4.BR	Expand noun phrases in an increasing variety of ways (e.g., more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 57; Mother-Daughter Drawings: 87; Mom &amp; Me &amp; Mom: 79; Dark They Were, and Golden-Eyed: 146; An American Childhood: 330</i>
<b>5. Modifying to add details</b>		
PII.7.5.EM	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	<b>Personalize for Learning:</b> <i>A Simple Act: 41; Dark They Were, and Golden-Eyed: 145; The Circuit: 480; A Work In Progress: 511</i>
PII.7.5.EX	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	<b>Personalize for Learning:</b> <i>A Simple Act: 41; Dark They Were, and Golden-Eyed: 145; The Circuit: 480; A Work In Progress: 511</i>
PII.7.5.BR	Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	<b>Personalize for Learning:</b> <i>A Simple Act: 41; Dark They Were, and Golden-Eyed: 145; The Circuit: 480; A Work In Progress: 511</i>
<b>Part II. C. Connecting and Condensing Ideas</b>		
<b>6. Connecting Ideas</b>		
PII.7.6.EM	Combine clauses in a few basic ways to make connections between and join ideas (e.g.,	<b>Personalize for Learning:</b> <i>The Last Dog: 198; Whole Class Performance Task: 307, 395</i>

	creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i> ).	<b>English Language Support:</b> <i>A Christmas Carol: Scrooge And Marley: 234C; He-y, Come On Ou-t!:</i> 420C
PII.7.6.EX	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i> ).	<b>Personalize for Learning:</b> <i>The Last Dog: 198; Whole Class Performance Task: 307, 395</i>  <b>English Language Support:</b> <i>A Christmas Carol: Scrooge And Marley: 234C; He-y, Come On Ou-t!:</i> 420C
PII.7.6.BR	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i> ) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i> ).	<b>Personalize for Learning:</b> <i>The Last Dog: 198; Whole Class Performance Task: 307, 395</i>  <b>English Language Support:</b> <i>A Christmas Carol: Scrooge And Marley: 234C; He-y, Come On Ou-t!:</i> 420C
<b>7. Condensing ideas</b>		
PII.7.7.EM	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, <i>This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world</i> ) to create precise and detailed sentences.	<b>Personalize for Learning:</b> <i>The Last Dog: 198; Whole Class Performance Task: 307, 395</i>  <b>English Language Support:</b> <i>He-y, Come On Ou-t!:</i> 420C
PII.7.7.EX	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, <i>Organic vegetables are food. They’re made without chemical fertilizers. They’re made without chemical insecticides. → Organic vegetables are foods that are made without chemical fertilizers or insecticides</i> ) to create precise and detailed sentences.	<b>Personalize for Learning:</b> <i>The Last Dog: 198; Whole Class Performance Task: 307, 395</i>  <b>English Language Support:</b> <i>He-y, Come On Ou-t!:</i> 420C
PII.7.7.BR	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, <i>They destroyed the rain forest. Lots of animals died. → The destruction of the rain forest led to the death of many animals</i> ) to create precise and detailed	<b>Personalize for Learning:</b> <i>The Last Dog: 198; Whole Class Performance Task: 307, 395</i>  <b>English Language Support:</b> <i>He-y, Come On Ou-t!:</i> 420C

	sentences.	
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