A Correlation of

GRADE 7

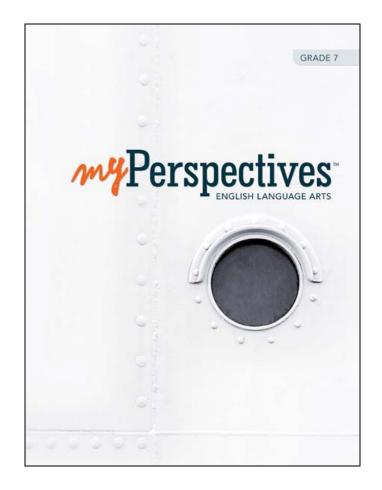*my*Perspectives™
ENGLISH LANGUAGE ARTS

Grade 7, ©2017

To the

Smarter Balanced Assessment Target Skills Grade 7

P Pearson

Introduction

This document demonstrates how ***myPerspectives™ English Language Arts*** meets the objectives of the **Smarter Balanced Assessment Target Skills.** Correlation page references are to the Student Edition and Teacher's Edition and are cited by selection or feature title.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors' perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

**A Correlation of myPerspectives, Grade 7, ©2017 to the
Smarter Balanced Assessment Target Skills**

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Grades 6–8 Summative Assessment Targets, Claim #1	
ELA/Literacy Claim #1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Grade 7	
Literary Texts	
45% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction.	
<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RL-1 (RL-1 is a component of each of the seven targets listed below.)	
Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 7 Standards: RL-1 (DOK 2) RL-1 <u>Cite several pieces of textual evidence to support analysis of</u> what <u>the text says explicitly as</u> well as <u>inferences drawn from</u> the text.	**RL-1** **SE/TE:** *Two Kinds*: 26; *Dark They Were, and Golden-Eyed:* 142; *The Last Dog:* 197; *A Christmas Carol: Scrooge and Marley, Act 1:* 260; *Christmas Carol: Scrooge and Marley, Act 11: 292; The Grapes of Wrath:* 462; *The Circuit: 476; Small-Group Performance Task:* 528
Target 2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text. Gr. 7 Standards: RL-2 (DOK 2, DOK 3) RL-2 <u>Determine a theme or central idea of a text</u> and analyze its development over the course of the text; <u>provide an objective summary of the text</u>.	**RL-2** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 292; He—y, Come On Ou—t!: 427; The Grapes of Wrath: 463; The Circuit: 477, 480*

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Target 3. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. Gr. 7 Standards: RL-4, L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)	**RL-4** **SE/TE:** *Mother to Son/To James:* 101, 102; *Dark They Were, and Golden-Eyed:* 143; *A Christmas Carol: Scrooge and Marley, Act 1:* 262; *The Grapes of Wrath:* 465
RL-4 <u>Determine the meaning of words and phrases as they are used in a text,</u> 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.	**L-4** **SE/TE:** *A Simple Act:* 40; *Tutors Teach Seniors New High-Tech Tricks:* 62, 66; *Mom & Me & Mom:* 70; *Dark They Were, and Golden-Eyed Media:* 149; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 178; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:* 204; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 208; An American Childhood:* 328; *Silent Spring:* 368; *Al Gore's Nobel Acceptance Speech:* 389; *Turtle Watchers/Nature Is What We See/The Sparrow:* 408; *The Grapes of Wrath: 464; The Circuit:* 478; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 524
L-4 <u>Determine</u> or clarify <u>the meaning of unknown and multiple-meaning words and phrases based on</u> *grade 7 reading and content,* choosing flexibly from a range of strategies.	**L-4a** **SE/TE:** *Mother-Daughter Drawings:* 94; *Mother to Son/To James:* 94; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 174; *The Last Dog:* 182; *Thank You, M'am:* 314; *He—y, Come On Ou—t!:* 420; *A Work in Progress:* 492; *The Story of My Life:* 504; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 518
a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue</u> to the meaning of a word or phrase.	
b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., *belligerent, bellicose, rebel*).	**L-4b** **SE/TE:** *Two Kinds:* 28; *Mom & Me & Mom:* 77; *Dark They Were, and Golden-Eyed:* 144; *Danger! This Mission to Mars Could Bore you to Death!:* 160; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 178; *The Last Dog:* 196; *A Christmas Carol: Scrooge and Marley, Act 1:* 262; *Christmas Carol: Scrooge and Marley, Act 11:* 294; *Nobel Speech:* 384; *A Work in Progress:* 500; *The Story of My Life:* 509

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(Continued) c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and</u> <u>digital, to</u> find the pronunciation of a word or <u>determine</u> or clarify <u>its precise meaning</u> or its part of speech. d. <u>Verify the preliminary</u> <u>determination of the meaning of</u> <u>a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary). L-5b <u>Use the relationship between particular words</u> (e.g., synonym/antonym, analogy) <u>to better understand each of the words</u>. L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). L-6 Acquire and <u>use accurately</u> <u>grade-appropriate general</u> <u>academic</u> and domain-specific <u>words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**(Continued)** **L-4c** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 294; Thank You, M'am*: 320; *Turtle Watchers/Nature Is What We See/The Sparrow:* 402; *The Grapes of Wrath:* 464 **L-4d** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 294; An American Childhood:* 328 **L-5b** **SE/TE:** *Dark They Were, and Golden-Eyed:* 144; *An American Childhood*: 324; *Silent Spring:* 368 **L-5c** **SE/TE:** *Mother to Son/To James:* 100; *Silent Spring:* 367; *Turtle Watchers/Nature Is What We See/The Sparrow:* 410 **L-6** **SE/TE:** *Unit Opener*: 4; 118; 226; 354; 444; *Learning to Love My Mother:* 80**,** 83; *Dark They Were, and Golden Eyed Media*: 149**;** *A Christmas Carol Video:* 301; *An American Childhood*: 328; *Urban Farming Is Growing a Greener Future:* 332; *Eagle Tracking at Follensby Pond:* 418; *Surviving the Dust Bowl:* 455; *The Grapes of Wrath: 465; The Miracle Worker:* 512, 515

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Target 4. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view). Gr. 7 Standards: RL-3, RL-6, RL-9* (DOK 3, DOK 4) RL-3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL-6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 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.	**RL-3** **SE/TE:** *The Last Dog:* 197; *A Christmas Carol: Scrooge and Marley, Act 1:* 261; *Christmas Carol: Scrooge and Marley, Act 11: 293; Thank You, M'am*: 321; *He—y, Come On Ou—t!:* 427; *The Grapes of Wrath:* 463 **RL-6** **SE/TE:** *Two Kinds*: 27; *Thank You, M'am*: 323 **RL-9** **SE/TE** *The Grapes of Wrath:* 466-467
Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within or across texts . Gr. 7 Standards: RL-3, RL-6 (DOK 3, DOK 4†) RL-3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL-6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**RL-3** **SE/TE:** *The Last Dog:* 197; *A Christmas Carol: Scrooge and Marley, Act 1:* 261; *Christmas Carol: Scrooge and Marley, Act 11: 293; Thank You, M'am*: 321; *He—y, Come On Ou—t!:* 427; *The Grapes of Wrath:* 463 **RL-6** **SE/TE:** *Two Kinds*: 27; *Thank You, M'am*: 323

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Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation. Gr. 7 Standards: RL-5 (DOK 2, DOK 3) RL-5 <u>Analyze how a drama's or</u> <u>poem's</u> <u>form or structure</u> (e.g., soliloquy, sonnet) <u>contributes to</u> <u>its meaning</u>.	**RL-5** **SE/TE:** *A Christmas Carol: Scrooge and Marley, Act 1:* 261; *Christmas Carol: Scrooge and Marley, Act 11: 293; Turtle Watchers/Nature Is What We See/The Sparrow: 409*
Target 7. LANGUAGE USE: Interpret figurative language use (e.g., imagery), literary devices (e.g., flashback, foreshadowing, alliteration, onomatopoeia), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 7 Standards: RL-1, RL-4, L-5 (DOK 3) RL-1 <u>Cite several pieces of textual</u> <u>evidence to support analysis of</u> <u>what</u> <u>the text says</u> explicitly as well as inferences drawn from the text. RL-4 <u>Determine the meaning of words</u> <u>and phrases as they are</u> <u>used in a text,</u> <u>including figurative</u> <u>and connotative</u> <u>meanings;</u> <u>analyze the impact of</u> <u>rhymes and</u> <u>other repetitions of sounds</u> (e.g., alliteration) <u>on a specific verse or</u> <u>stanza of a poem or section of a</u> <u>story or</u> <u>drama</u>. L-5 <u>Demonstrate understanding of</u> <u>figurative language,</u> word relationships, <u>and nuances in word meanings.</u>	**RL-1** **SE/TE:** *Two Kinds*: 26; *Dark They Were, and Golden-Eyed:* 142; *The Last Dog:* 197; *A Christmas Carol: Scrooge and Marley, Act 1:* 260; *Christmas Carol: Scrooge and Marley, Act 11: 292; The Grapes of Wrath:* 462; *The Circuit: 476; Small-Group Performance Task: 528* **RL-4** **SE/TE:** *Mother to Son/To James:* 101, 102; *Dark They Were, and Golden-Eyed:* 143; *A Christmas Carol: Scrooge and Marley, Act 1: 262; The Grapes of Wrath:* 465 **L-5** **SE/TE:** *Mother to Son/To James*: 101; *Thank You, M'am*: 320; *Turtle Watchers/Nature Is What We See/The Sparrow: 410; He—y, Come On Ou—t!:* 426; *The Grapes of Wrath*: 465

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55% of text-related assessment evidence will come from reading informational texts, and may include biographies, science, social studies, and technical texts/topics.	
Underlined content (from related CC standards) shows what each assessment target could assess.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RI-1 (RI-1 is a component of each of the seven targets listed below.)	

Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 7 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2) 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. RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-3 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).	**RI-1** **SE/TE:** *A Simple Act*: 38; *Learning to Love My Mother:* 83; *Tutors Teach Seniors New High-Tech Tricks*: 67; *Danger! This Mission to Mars Could Bore you to Death!:* 158; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 180; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Silent Spring:* 366; *Nobel Speech:* 382; *The Story of My Life:* 510; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 525 **RH-1** **SE/TE:** *A Simple Act*: 38; *Tutors Teach Seniors New High-Tech Tricks*: 67; *Learning to Love My Mother:* 83; *The Story of My Life:* 510; **RST-1** SE/TE: *Danger! This Mission to Mars Could Bore you to Death!:* 158; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 180; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Silent Spring:* 366; *Nobel Speech:* 382; **RH-3** SE/TE: *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 524, 525, 527

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Target 9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics. Gr. 7 Standards: RI-2, RH-2, RST-2 (DOK 2, DOK 3) 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. RH-2 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. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	**RI-2** **SE/TE:** *Tutors Teach Seniors New High-Tech Tricks*: 67; *Mom & Me & Mom*: 78; *Silent Spring*: 367 **RH-2** **SE/TE:** *Tutors Teach Seniors New High-Tech Tricks*: 67; *Mom & Me & Mom*: 78; **RST-2** **SE/TE:** *Silent Spring:* 367

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Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, inset text). Gr. 7 Standards: RI-4, RH-4, RST-4, L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2) 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. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 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 *grades 6–8 texts and topics*. 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. 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.	**RI-4** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:* 208*; Silent Spring:* 367; *A Work in Progress:* 501 **RH-4** **SE/TE:** *Silent Spring:* 367; The Circuit: 476; *A Work in Progress:* 501 **RST-4** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:* 208*; Silent Spring:* 367; **L-4** **SE/TE:** *A Simple Act***:** 40; *Tutors Teach Seniors New High-Tech Tricks*: 62, 66; *Mom & Me & Mom*: 70; *Dark They Were, and Golden-Eyed Media:* 149; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 178; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:* 204; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 208; An American Childhood*: 328; *Silent Spring:* 368; *Al Gore's Nobel Acceptance Speech:* 389; *Turtle Watchers/Nature Is What We See/The Sparrow:* 408; *The Grapes of Wrath: 464; The Circuit:* 478; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 524 **L-4a** **SE/TE:** *Mother-Daughter Drawings*: 94; *Mother to Son/To James:* 94; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 174; *The Last Dog:* 182; *Thank You, M'am*: 314; *He—y, Come On Ou—t!:* 420; *A Work in Progress:* 492; *The Story of My Life:* 504; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 518

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(Continued) b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a</u> <u>word</u> (e.g., *belligerent, bellicose, rebel*). c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and</u> <u>digital, to</u> find the pronunciation of a word or <u>determine</u> or clarify its <u>precise meaning</u> or its part of speech. d. <u>Verify the preliminary</u> <u>determination of the meaning of</u> <u>a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary). L-5b <u>Use the relationship between</u> <u>particular words</u> (e.g., synonym/antonym, analogy) <u>to better</u> <u>understand each of the</u> <u>words</u>. L-5c <u>Distinguish among the</u> <u>connotations (associations) of</u> <u>words</u> <u>with similar denotations (definitions)</u> (e.g., *refined, respectful, polite, diplomatic, condescending*). 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.	**(Continued)** **L-4b** **SE/TE:** *Two Kinds*: 28; *Mom & Me & Mom*: 77; *Dark They Were, and Golden-Eyed:* 144; *Danger! This Mission to Mars Could Bore you to Death!:* 160; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 178; *The Last Dog*: 196; *A Christmas Carol: Scrooge and Marley, Act 1:* 262; *Christmas Carol: Scrooge and Marley, Act 11: 294; Nobel Speech:* 384; *A Work in Progress:* 500; *The Story of My Life:* 509 **L-4c** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 294; Thank You, M'am*: 320; *Turtle Watchers/Nature Is What We See/The Sparrow:* 402; *The Grapes of Wrath*: 464 **L-4d** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 294; An American Childhood:* 328 **L-5b** **SE/TE:** *Dark They Were, and Golden-Eyed:* 144; *An American Childhood*: 324; *Silent Spring:* 368 **L-5c** **SE/TE:** *Mother to Son/To James:* 100; *Silent Spring:* 367; *Turtle Watchers/Nature Is What We See/The Sparrow:* 410 **L-6** **SE/TE:** *Unit Opener*: 4; 118; 226; 354; 444; *Learning to Love My Mother:* 80**,** 83; Dar*k They Were, and Golden Eyed Media*: 149**;** *A Christmas Carol Video:* 301; *An American Childhood*: 328; *Urban Farming Is Growing a Greener Future:* 332; *Eagle Tracking at Follensby Pond:* 418; *Surviving the Dust Bowl:* 455; *The Grapes of Wrath: 465; The Miracle Worker:* 512, 515

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Target 11. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas). Gr. 7 Standards: RI-3, RI-6, RH-6, RST-6, <u>RI-7</u>, * RI-8, RH-8, RST-8, <u>RI-9</u> (DOK 3, DOK 4) RI-3 <u>Analyze the interactions between individuals, events, and ideas in a text</u> (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI-6 <u>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.</u> RH-6 <u>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).</u> RST-6 <u>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text</u>. RI-7 <u>Compare and contrast a text to</u> an audio, video, or <u>multimedia version of the text, analyzing each medium's portrayal of the subject</u> (e.g., how the delivery of a speech affects the impact of the words). RI-8 <u>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.</u>	**RI-3** **SE/TE:** *Mom & Me & Mom*: 78; *An American Childhood*: 329; *A Work in Progress:* 501; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 525 **RI-6** SE/TE: Danger! This Mission to Mars Could Bore You to Death! 159; A Work in Progress: 494, 501; The Story of My Life: 510, 516 **RH-6** SE/TE: A Work in Progress: 494, 501; The Story of My Life: 510, 516 **RST-6** **SE/TE:** Danger! This Mission to Mars Could Bore You to Death! 159 **RI-7** **SE/TE:** *Learning to Love My Mother:* 84-85; *Al Gore's Nobel Acceptance Speech:* 390-391; *The Miracle Worker:* 516-517 **RI-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Nobel Speech: 383* **RH-8** SE/TE: A Simple Act: 38, 39 **RST-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Nobel Speech: 383*

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(Continued) RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u> RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u> <u>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.</u>	**(Continued)** **RI-9** **SE/TE:** *An Invisible Thread*: 47, 50
Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (events, people, ideas, topic) or how conflicting information across texts reveals author's point of view. Gr. 7 Standards: <u>RI-3</u>, RI-6 (DOK 3, DOK 4) <u>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).</u> RI-6 <u>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.</u>	**RI-3** **SE/TE:** *Mom & Me & Mom*: 78; *An American Childhood*: 329; *A Work in Progress:* 501; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 525 **RI-6** **SE/TE:** *A Simple Act*: 39; *An Invisible Thread:* 47; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 179; *A Work in Progress:* 501; *The Story of My Life:* 510

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Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation. Gr. 7 Standards: RI-5, RH-5, RST-5, <u>RI-7</u> (DOK 2, DOK 3) RI-5 <u>Analyze the structure an</u> <u>author</u> <u>uses to organize a text,</u> <u>including how</u> <u>the major sections</u> <u>contribute to the</u> <u>whole and to</u> <u>the development of the</u> <u>ideas.</u> RH-5 <u>Describe how a text presents</u> <u>information</u> (e.g., sequentially, comparatively, causally). RST-5 <u>Analyze the structure an author</u> <u>uses to organize a text, including how</u> <u>the major sections contribute to the</u> <u>whole and to an</u> <u>understanding of the</u> <u>topic.</u> <u>RI-7</u> <u>Compare and contrast a text to</u> an audio, video, or <u>multimedia</u> <u>version of</u> <u>the text, analyzing each medium's</u> <u>portrayal of the subject</u> (e.g., how the delivery of a speech affects the impact of the words).	**RI-5** **SE/TE:** *Danger! This Mission to Mars Could Bore you to Death!:* 159; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 525 **RH-5** **SE/TE:** *Performance Task:* 54, 105, 306; *Nobel Speech:* 382 **RST-5** **SE/TE:** *Danger! This Mission to Mars Could Bore you to Death!:* 159; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 525 **RI-7** **SE/TE:** *Learning to Love My Mother:* 84-85; *Al Gore's Nobel Acceptance Speech:* 390-391; *The Miracle Worker:* 516-517

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Target 14. LANGUAGE USE: Interpret figurative language (e.g., clichés, puns, hyperbole), use of literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 7 Standards: L-5, L-5a (DOK 3) L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**L-5** **SE/TE:** *Mother to Son/To James*: 101; *Thank You, M'am*: 320; *Turtle Watchers/Nature Is What We See/The Sparrow:* 410; *He—y, Come On Ou—t!:* 426; *The Grapes of Wrath*: 465 **L-5a** **SE/TE:** *Dark They Were, and Golden-Eyed:* 143; *Silent Spring*: 367

Smarter Balanced Assessment Target Skills	myPerspectives, Grade 7 ©2017
Grade 6-8 Summative Assessment Targets, Claim #2	
ELA/Literacy Claim #2 Students can produce effective writing for a range of purposes and audiences.	
Grade 7	
35 % of the assessment evidence will come from composing, revising, and/or editing explanatory/informational writing based on evidence from given sources.	
Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or items reported under Claim #4 (Research).	
Target 1a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event). Gr. 7 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e, W-9 (DOK 3) Target 1b. REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). Gr. 7 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2) W-3 a. <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator</u> and/or <u>characters; organize an event sequence</u> that unfolds naturally and logically. b. <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>	**W-3a** **SE/TE:** *Two Kinds*: 30; *Whole-Class Performance Task:* 52, 54; *Mother to Son/To James:* 103*; He—y, Come On Ou—t!:* 429 **W-3b** **SE/TE:** *Two Kinds*: 30; *Whole-Class Performance Task*: 52, 53; *Mother to Son/To James:* 103; *The Last Dog:* 199; *Thank You, M'am*: 323 **W-3c** **SE/TE:** *Whole-Class Performance Task*: 52, 54 **W-3d** **SE/TE:** *Whole-Class Performance Task*: 52, 56; *Thank You, M'am*: 323 **W-3e** **SE/TE:** *Whole-Class Performance Task*: 52, 56; *The Last Dog:* 199; *He—y, Come On Ou—t!:* 429

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(Continued) c. <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u> d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u> e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u> W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**(Continued)** **W-9** **SE/TE:** *Whole-Class Performance Task*: 53; 164, 304, 392, 482; *The Grapes of Wrath: 467*
Target 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, and transitional strategies for coherence, closure, and authors' craft—all appropriate to purpose (writing a speech; style or point of view in a short story). Gr. 7 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4) W-3 a. <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence</u> that unfolds naturally and logically. b. <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u> c. <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>	**W-3a** **SE/TE:** *Two Kinds*: 30; *Whole-Class Performance Task:* 52, 54; *Mother to Son/To James:* 103; *He—y, Come On Ou—t!:* 429 **W-3b** **SE/TE:** *Two Kinds*: 30; *Whole-Class Performance Task*: 52, 53; *Mother to Son/To James:* 103; *The Last Dog:* 199; *Thank You, M'am*: 323 **W-3c** **SE/TE:** *Whole-Class Performance Task*: 52, 54 **W-3d** **SE/TE:** *Whole-Class Performance Task*: 52, 56; *Thank You, M'am*: 323 **W-3e** **SE/TE:** *Whole-Class Performance Task*: 52, 56; *The Last Dog:* 199; *He—y, Come On Ou—t!:* 429 **W-4** **SE/TE:** *An Invisible Thread*: 51 *Whole-Class Performance Task*: 56, 168, 308, 394; *Thank You, M'am*: 323; *The Grapes of Wrath*: 467

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(Continued) d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u> e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u> W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u> W-5 With some guidance and support from peers and adults, <u>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.</u> W-8 <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; <u>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.</u> W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	**(Continued)** **W-5** **SE/TE:** *Two Kinds*: 31; *Whole-Class Performance Task*: 57, 169, 309, 397, 487 **W-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task*: 528 **W-9** **SE/TE:** *Whole-Class Performance Task*: 53; 164, 304, 392, 482; *The Grapes of Wrath: 467*W-3a

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Target 3a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. Gr. 7 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f, W-9 (DOK 3) Target 3b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. Gr. 7 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f (DOK 2) W-2 a. <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information</u>, using strategies such as definition, classification, comparison/contrast, and cause/effect; <u>include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</u> when useful to aiding comprehension.	**W-2a** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task*: 304, 306; *Small-Group Performance Task*: 340; 484; *The Miracle Worker:* 517; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 527 **W-2b** **SE/TE:** *An Invisible Thread*: 51; *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task*: 304, 306; 483; 484; 486; *Small-Group Performance Task*: 340; *The Grapes of Wrath: 467; The Circuit: 480; A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 527 **W-2c** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task:* 308; *Small-Group Performance Task*: 340 **W-2d** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task:* 307; 486; *The Grapes of Wrath: 467* **W-2e** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task:* 306; 486; *Small-Group Performance Task*: 529 **W-2f** **SE/TE:** *Danger! This Mission to Mars Could Bore you to Death!:* 162; *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task:* 484

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Smarter Balanced Assessment Target Skills**

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(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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**(Continued)** **W-9** **SE/TE:** *Whole-Class Performance Task*: 53; 164, 304, 392, 482; *The Grapes of Wrath*: *467*

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Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. Gr. 7 Standards: W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4) W-2 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. 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.	**W-2a** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task*: 304, 306; *Small-Group Performance Task*: 340; 484; *The Miracle Worker:* 517; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 527 **W-2b** **SE/TE:** *An Invisible Thread*: 51; *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task*: 304, 306; 483; 484; 486; *Small-Group Performance Task*: 340; *The Grapes of Wrath: 467; The Circuit: 480; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527* **W-2c** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task:* 308; *Small-Group Performance Task*: 340 **W-2d** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task:* 307; 486; *The Grapes of Wrath: 467* **W-2e** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task:* 306; 486; *Small-Group Performance Task*: 529 **W-2f** **SE/TE:** *Danger! This Mission to Mars Could Bore you to Death!:* 162; *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task:* 484 **W-4** **SE/TE:** *An Invisible Thread*: 51 *Whole-Class Performance Task*: 56, 168, 308, 394; *Thank You, M'am*: 323; *The Grapes of Wrath*: 467

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(Continued) f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u> W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u> W-5 With some guidance and support from peers and adults, <u>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.</u> W-8 <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; <u>assess the credibility and accuracy</u> of each source; <u>and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u> W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	**(Continued)** **W-5** **SE/TE:** *Two Kinds*: 31; *Whole-Class Performance Task*: 57, 169, 309, 397, 487 **W-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task*: 528 **W-9** **SE/TE:** *Whole-Class Performance Task*: 53; 164, 304, 392, 482; *The Grapes of Wrath: 467*W-2a

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Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style. Gr. 7 Standards: W-2a (DOK 2) W-2a 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; <u>include formatting (e.g., headings), graphics (e.g., charts, tables),</u> and multimedia <u>when useful to aiding</u> <u>comprehension.</u>	**W-2a** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task*: 304, 306; *Small-Group Performance Task*: 340; 484; *The Miracle Worker:* 517; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 527

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Target 6a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 7 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, and W-9 (DOK 3) Target 6b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 7 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e (DOK 2) W-1 a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**W-1a** **SE/TE:** *Dark They Were, and Golden-Eyed Media: 151; Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task:* 165, 166, 168; 393, 396 *Small-Group Performance Task:* 213; *A Christmas Carol Video:* 303; *Silent Spring:* 370 **W-1b** **SE/TE:** *Dark They Were, and Golden-Eyed Media: 151; Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task:* 165; 393, *Small-Group Performance Task:* 213; *A Christmas Carol Video:* 303; *Silent Spring:* 370; *Al Gore's Nobel Acceptance Speech:* 391 **W-1c** **SE/TE:** *Whole-Class Performance Task:* 166; 396; *Small-Group Performance Task:* 213; *A Christmas Carol Video:* 303; *Silent Spring:* 370 **W-1d** **SE/TE:** *Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task:* 169; 394 **W-1e** **SE/TE:** *Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task:* 166; 396 *A Christmas Carol Video:* 303

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(Continued)
  c. <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</u>
 	
  d. Establish and <u>maintain a formal style.</u>
 	
  e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u>
 	
  W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>
	(Continued)
	W-9
	SE/TE: *Whole-Class Performance Task*: 53; 164, 304, 392, 482; *The Grapes of Wrath: 467*

Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 7 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4) W-1 a. <u>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</u> b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u> c. <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</u>	**W-1a** **SE/TE:** *Dark They Were, and Golden-Eyed Media: 151; Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task*: 165, 166, 168; 393, 396 *Small-Group Performance Task:* 213; *A Christmas Carol Video: 303; Silent Spring:* 370 **W-1b** **SE/TE:** *Dark They Were, and Golden-Eyed Media: 151; Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task*: 165; 393, *Small-Group Performance Task:* 213; *A Christmas Carol Video: 303; Silent Spring:* 370; *Al Gore's Nobel Acceptance Speech:* 391 **W-1c** **SE/TE:** *Whole-Class Performance Task*: 166; 396; *Small-Group Performance Task:* 213; *A Christmas Carol Video: 303; Silent Spring:* 370 **W-1d** **SE/TE:** *Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task*: 169*; 394*

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(Continued) d. Establish and <u>maintain a formal style.</u> e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u> W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u> W-5 With some guidance and support from peers and adults, <u>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.</u> W-8 <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; <u>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.</u> W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	**(Continued)** **W-1e** **SE/TE:** *Danger! This Mission to Mars Could Bore you to Death!:* 162; *Whole-Class Performance Task*: 166; 396 *A Christmas Carol Video:* 303 **W-4** **SE/TE:** *An Invisible Thread*: 51 *Whole-Class Performance Task*: 56, 168, 308, 394; *Thank You, M'am*: 323; *The Grapes of Wrath*: 467 **W-5** **SE/TE:** *Two Kinds*: 31; *Whole-Class Performance Task*: 57, 169, 309, 397, 487 **W-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task*: 528 **W-9** **SE/TE:** *Whole-Class Performance Task*: 53; 164, 304, 392, 482; *The Grapes of Wrath: 467*

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Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. Gr. 7 Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, DOK 2) W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. L-3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 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.	**W-2d** **SE/TE:** *Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task: 307; 486; The Grapes of Wrath: 467* **W-3d** **SE/TE:** *Whole-Class Performance Task*: 52, 56; *Thank You, M'am*: 323 **L-3a** **SE/TE:** *Tutors Teach Seniors New High-Tech Tricks*: 68; *Mother to Son/To James:* 102; *Whole-Class Performance Task:* 307; 395; *Turtle Watchers/Nature Is What We See/The Sparrow:* 410; *The Grapes of Wrath: 465* **L-6** **SE/TE:** *Unit Opener*: 4; 118; 226; 354; 444; *Learning to Love My Mother:* 80**,** 83; *Dark They Were, and Golden Eyed Media*: 149**;** *A Christmas Carol Video:* 301; *An American Childhood*: 328; *Urban Farming Is Growing a Greener Future:* 332; *Eagle Tracking at Follensby Pond:* 418; *Surviving the Dust Bowl:* 455; *The Grapes of Wrath: 465; The Miracle Worker:* 512, 515

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Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Gr. 7 Standards: L-1, L-2, L-3 (DOK 1, DOK 2) L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing</u> or speaking. L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> L-3 <u>Use knowledge of language and its conventions when writing</u>, speaking, reading, or listening.	**L-1** **SE/TE:** *Two Kinds*: 29; *A Simple Act*: 41; *Tutors Teach Seniors New High-Tech Tricks*: 68; *Mom & Me & Mom*: 79; *Dark They Were, and Golden-Eyed:* 145; *Danger! This Mission to Mars Could Bore you to Death!:* 161; *Whole-Class Performance Task*: 167; 397; 485, 487; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 180; *The Last Dog:* 198; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:* 210; *A Christmas Carol: Scrooge and Marley, Act 1:* 263; *Silent Spring:* 369; *A Work in Progress:* 502 **L-2** **SE/TE:** *Whole-Class Performance Task:* 309; *An American Childhood*: 330; *He—y, Come On Ou—t!:* 428; *The Circuit:* 479; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 526 **L-3** **SE/TE:** *Whole-Class Performance Task*: 55, 167, 307, 395; *Silent Spring:* 369; *Turtle Watchers/Nature Is What We See/The Sparrow:* 410; *Eagle Tracking at Follensby Pond:* 419

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Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 7 Standards: W-6 (DOK 1) 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.	**W-6** **SE/TE:** *Urban Farming Is Growing a Greener Future:* 339; *Whole-Class Performance Task:* 392, 397

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Grade 6-8 Summative Assessment Targets, Claim #3	
ELA/Literacy Claim #3 Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Grade 7	
Speaking	
Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain- specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking. Gr. 7 Standards L-1, L-3a, L-6, SL-6 (DOK 1, DOK 2) L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when</u> writing or <u>speaking</u>. L-3a <u>Choose language that</u> <u>expresses ideas precisely and</u> <u>concisely, recognizing and</u> <u>eliminating wordiness and redundancy.</u> L-6 Acquire and<u> use accurately</u> <u>grade-appropriate general</u> <u>academic and domain-specific</u> <u>words and phrases;</u> <u>gather</u> <u>vocabulary knowledge when</u> <u>considering a word or phrase important to</u> comprehension or <u>expression.</u> SL-6 <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u>	**L-1** **SE/TE:** *Two Kinds*: 29; *A Simple Act*: 41; *Tutors Teach Seniors New High-Tech Tricks*: 68; *Mom & Me & Mom*: 79; *Dark They Were, and Golden-Eyed:* 145; *Danger! This Mission to Mars Could Bore you to Death!:* 161; *Whole-Class Performance Task*: 167; 397; 485, 487; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 180; *The Last Dog:* 198; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:* 210; *A Christmas Carol: Scrooge and Marley, Act 1:* 263; *Silent Spring:* 369; *A Work in Progress:* 502 **L-3a** **SE/TE:** *Tutors Teach Seniors New High-Tech Tricks*: 68; *Mother to Son/To James:* 102; *Whole-Class Performance Task:* 307; 395; *Turtle Watchers/Nature Is What We See/The Sparrow:* 410; *The Grapes of Wrath:* 465 **L-6** **SE/TE:** *Unit Opener*: 4; 118; 226; 354; 444; *Learning to Love My Mother:* 80, 83; *Dark They Were, and Golden Eyed Media*: 149; *A Christmas Carol Video:* 301; *An American Childhood*: 328; *Urban Farming Is Growing a Greener Future:* 332; *Eagle Tracking at Follensby Pond:* 418; *Surviving the Dust Bowl:* 455; *The Grapes of Wrath:* 465; *The Miracle Worker:* 512, 515 **SL-6** **SE/TE:** *Small-Group Performance Task:* 105; 213; 341; 431; 529

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Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 7 Standards: SL-6 (DOK 1) SL-6 <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u>	**SL-6** **SE/TE:** *Small-Group Performance Task:* 105; 213; 341; 431; 529
Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. Gr. 7 Standards: SL-1, SL-4, SL-5, SL-6 (DOK 2, DOK 3) SL-1 <u>Engage effectively in a range of collaborative discussions (one- on-one, in groups, and teacher- led) with diverse partners on</u> *grade 7 topics, texts, and issues,* <u>building on others' ideas and expressing their own clearly.</u> SL-4 <u>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.</u>	**SL-1** **SE/TE:** *Dark They Were, and Golden-Eyed Media: 150; Future of Space Exploration Could See Humans on Mars, Alien Planets:* 178; *The Last Dog: 196; Ellen Ochoa, Director, Johnson Space Center: 203; Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 208; Share Your Independent Learning:110,* 218, 346, 436, 534; *Turtle Watchers/Nature Is What We See/The Sparrow: 411; The Grapes of Wrath: 466; A Work in Progress: 503; Small-Group Performance Task: 529* **SL-4** **SE/TE:** *Two Kinds*: 31; *Tutors Teach Seniors New High-Tech Tricks*: 69; *Small-Group Performance Task:* 105; 212; 431; 529; *Unit Reflection*: 115; *Danger! This Mission to Mars Could Bore you to Death!:* 163; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 181; *Christmas Carol: Scrooge and Marley, Act 11: 297; Small-Group Performance Task*: 341; *Silent Spring: 371; The Circuit: 481*

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(Continued) SL-5 Integrate multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**(Continued)** **SL-5** **SE/TE:** *Tutors Teach Seniors New High-Tech Tricks*: 69; *Mother-Daughter Drawings*: 92; *Small-Group Performance Task:* 105; 212; 431; 529; *Unit Reflection*: 115; *Danger! This Mission to Mars Could Bore you to Death!:* 163; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 181; *Christmas Carol: Scrooge and Marley, Act 11: 297; Urban Farming Is Growing a Greener Future:* 339; *Small-Group Performance Task*: 341; *Silent Spring:* 371; *Turtle Watchers/Nature Is What We See/The Sparrow:* 411 **SL-6** **SE/TE:** *Small-Group Performance Task:* 105; 213; 341; 431; 529
Listening	
Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally. Gr. 7 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3) 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. SL-3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**SL-2** **SE/TE:** *Mother-Daughter Drawings*: 92; *Dark They Were, and Golden-Eyed Media:* 146; *A Christmas Carol Video:* 302; *Small-Group Performance Task*: 341; 430; *Al Gore's Nobel Acceptance Speech:* 390; *The Grapes of Wrath: 466; A Work in Progress:* 503; *The Miracle Worker:* 516 **SL-3** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Small-Group Performance Task: 212; Al Gore's Nobel Acceptance Speech:* 390;

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Grade 6-8 Summative Assessment Targets, Claim #4	
ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Grade 7	
Target 1. [Not assessed on the Summative Assessment] PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, analyzing concepts and supporting evidence. Gr. 7 Standards: SL-1, SL-2, SL-4, SL-5; W-7; WHST-7 (DOK 3, DOK 4) 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. 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. 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. SL-5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**SL-1** **SE/TE:** *Dark They Were, and Golden-Eyed Media: 150; Future of Space Exploration Could See Humans on Mars, Alien Planets: 178; The Last Dog: 196; Ellen Ochoa, Director, Johnson Space Center: 203; Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 208; Share Your Independent Learning:110,* 110, 218, 346, 436, 534; *Turtle Watchers/Nature Is What We See/The Sparrow: 411; The Grapes of Wrath: 466; A Work in Progress: 503; Small-Group Performance Task: 529* **SL-2** **SE/TE:** *Mother-Daughter Drawings*: 92; *Dark They Were, and Golden-Eyed Media:* 146; *A Christmas Carol Video:* 302; *Small-Group Performance Task*: 341; 430; *Al Gore's Nobel Acceptance Speech:* 390; *The Grapes of Wrath:* 466; *A Work in Progress:* 503; *The Miracle Worker:* 516 **SL-4** **SE/TE:** *Two Kinds*: 31; *Tutors Teach Seniors New High-Tech Tricks*: 69; *Small-Group Performance Task:* 105; 212; 431; 529; Unit Reflection*: 115; Danger! This Mission to Mars Could Bore you to Death!:* 163; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 181; *Christmas Carol: Scrooge and Marley, Act 11: 297; Small-Group Performance Task:* 341; *Silent Spring: 371; The Circuit: 481*

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W-7, WHST-7 Conduct short <u>research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</u>	**SL-5** **SE/TE:** *Tutors Teach Seniors New High-Tech Tricks*: 69; *Mother-Daughter Drawings*: 92; *Small-Group Performance Task:* 105; 212; 431; 529; *Unit Reflection*: 115; *Danger! This Mission to Mars Could Bore you to Death!:* 163; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 181; *Christmas Carol: Scrooge and Marley, Act 11: 297; Urban Farming Is Growing a Greener Future:* 339; *Small-Group Performance Task*: 341; *Silent Spring:* 371; *Turtle Watchers/Nature Is What We See/The Sparrow:* 411 **W-7, WHST-7** **SE/TE:** *Tutors Teach Seniors New High-Tech Tricks*: 69; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Christmas Carol: Scrooge and Marley, Act 11: 297; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; The Circuit: 481; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528*

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Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 7 Standards: RI-1, RI-6, RI-8, RI-9; RH- and RST-1, 2, 7-9; W-8, W-9; WHST-8, WHST-9 (PT: DOK 4) (CAT: DOK 2) 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. RI-6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 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. 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. RH- and RST-1, 2, 7, 8, 9 (as appropriate to research task or topic): RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts.	**RI-1** **SE/TE:** *A Simple Act*: 38; *Learning to Love My Mother:* 83; *Tutors Teach Seniors New High-Tech Tricks*: 67; *Danger! This Mission to Mars Could Bore you to Death!:* 158; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 180; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Silent Spring:* 366; *Nobel Speech:* 382; *The Story of My Life:* 510; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 525 **RI-6** **SE/TE:** *A Simple Act*: 39; *An Invisible Thread:* 47; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 179; *A Work in Progress:* 501; *The Story of My Life:* 510 **RI-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Nobel Speech:* 383 **RI-9** **SE/TE:** *An Invisible Thread*: 47, 50 **RH-1** **SE/TE:** *A Simple Act*: 38; *Tutors Teach Seniors New High-Tech Tricks*: 67; *Learning to Love My Mother:* 83; *The Story of My Life:* 510; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 524, 525 **RST-1** SE/TE: *Danger! This Mission to Mars Could Bore you to Death!:* 158; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 180; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Silent Spring:* 366; *Nobel Speech:* 382

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RH-2 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.	**RH-2** **SE/TE:** *Tutors Teach Seniors New High-Tech Tricks*: 67; *Mom & Me & Mom*: 78
RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	**RST-2** **SE/TE:** *Silent Spring:* 367
RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**RH-7** **SE/TE:** *Learning to Love My Mother:* 84-85; *Al Gore's Nobel Acceptance Speech:* 390-391; *The Miracle Worker:* 516-517
RST-7 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).	**RST-7** **SE/TE:** *Al Gore's Nobel Acceptance Speech:* 390-391
RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.	**RH-8** SE/TE: A Simple Act: 38, 39
RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	**RST-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:* 209; *Nobel Speech:* 383
RH-9 Analyze the relationship between a primary and secondary source on the same topic.	**RH-9** **SE/TE:** *An Invisible Thread*: 47, 50
RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.	**RST-9** **SE/TE:** An Invisible Thread: 44
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.	**W-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:* 211; *Urban Farming Is Growing a Greener Future:* 339; *Silent Spring:* 371; *Eagle Tracking at Follensby Pond:* 419; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 527; *Small-Group Performance Task*: 528
	WHST-8 **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:* 211; *Urban Farming Is Growing a Greener Future:* 339; *Silent Spring:* 371; *Eagle Tracking at Follensby Pond:* 419; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 527; *Small-Group Performance Task*: 528

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(Continued) WHST-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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.	**(Continued)** **W-9** **SE/TE:** *Whole-Class Performance Task*: 53; 164, 304, 392, 482; *The Grapes of Wrath: 467* **WHST-9** **SE/TE:** *Whole-Class Performance Task*: 53; 164, 304, 392, 482; *The Grapes of Wrath: 467*
Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Gr. 7 Standards: W-8; WHST-8 (PT: DOK 4) (CAT: DOK 2) 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. WHST-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.	**W-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528* **WHST-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528*

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Target 4. USE EVIDENCE: Cite evidence to support analyses, arguments, or critiques. Gr. 7 Standards: RH- and RST-1 and 7–9; W-1b, W-8, W-9; WHST-8, WHST-9 (PT: DOK 3) (CAT: DOK 2) RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 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). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**RH-1** **SE/TE:** *A Simple Act***:** 38; *Tutors Teach Seniors New High-Tech Tricks*: 67; *Learning to Love My Mother:* 83; *The Story of My Life:* 510; **RST-1** **SE/TE:** *Danger! This Mission to Mars Could Bore you to Death!:* 158; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 180; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Silent Spring: 366; Nobel Speech: 382;* **RH-7** **SE/TE:** *Learning to Love My Mother:* 84-85; *The Miracle Worker:* 516-517 **RST-7** **SE/TE:** *Al Gore's Nobel Acceptance Speech:* 390-391 **RH-8** **SE/TE:** A Simple Act: 38, 39 **RST-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Nobel Speech:* 383 **RH-9** **SE/TE:** *An Invisible Thread*: 47, 50 **RST-9** **SE/TE:** An Invisible Thread: 44 **W-1b** **SE/TE:** *Dark They Were, and Golden-Eyed Media: 151; Danger! This Mission to Mars Could Bore you to Death!:* 162; *Whole-Class Performance Task*: 165; 393, *Small-Group Performance Task:* 213; *A Christmas Carol Video:* 303; *Silent Spring:* 370; *Al Gore's Nobel Acceptance Speech:* 391

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(Continued) W-1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 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. WHST-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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.	**(Continued)** **W-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528* **WHST-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528* **W-9** **SE/TE:** *Whole-Class Performance Task: 53; 164, 304, 392, 482; The Grapes of Wrath: 467* **WHST-9** **SE/TE:** *Whole-Class Performance Task: 53; 164, 304, 392, 482; The Grapes of Wrath: 467*

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Target 5. [Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience. Gr. 7 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2) W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 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.	**W-2d** **SE/TE:** *An Invisible Thread*: 51; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task*: 304, 306; 482, 486; *Small-Group Performance Task*: 340; *The Grapes of Wrath: 467; The Circuit: 480* **W-3d** **SE/TE:** *Whole-Class Performance Task*: 52, 56; *Thank You, M'am*: 323 **L-6** **SE/TE:** *Unit Opener*: 4; 118; 226; 354; 444; *Learning to Love My Mother:* 80**,** 83; Dar*k They Were, and Golden Eyed Media*: 149**;** *A Christmas Carol Video:* 301; *An American Childhood*: 328; *Urban Farming Is Growing a Greener Future:* 332; *Eagle Tracking at Follensby Pond:* 418; *Surviving the Dust Bowl:* 455; *The Grapes of Wrath: 465; The Miracle Worker:* 512, 515

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Target 6. [Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message. Gr. 7 Standards: L-1, L-2 (DOK 1) L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing</u> or speaking. L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	**L-1** **SE/TE:** *Two Kinds*: 29; *A Simple Act*: 41; *Tutors Teach Seniors New High-Tech Tricks*: 68; *Mom & Me & Mom*: 79; *Dark They Were, and Golden-Eyed:* 145; *Danger! This Mission to Mars Could Bore you to Death!:* 161; *Whole-Class Performance Task*: 167; 397; 485, 487; *Future of Space Exploration Could See Humans on Mars, Alien Planets:* 180; *The Last Dog:* 198; *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 210; A Christmas Carol: Scrooge and Marley, Act 1: 263; Silent Spring:* 369; *A Work in Progress:* 502 **L-2** **SE/TE:** *Whole-Class Performance Task:* 309; *An American Childhood*: 330; *He—y, Come On Ou—t!:* 428; *The Circuit: 479; A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 526
Target 7. [Not assessed on the Summative Assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts/presentations. Gr. 7 Standards: W-6, WHST-6; W-8, WHST-8 (DOK 1, DOK 2) W-6, WHST-6 <u>Use technology, including the Internet, to produce</u> and publish <u>writing and present the relationships between information and ideas clearly and efficiently.</u> W-8, WHST-8 (see above)	**W-6, WHST-6** **SE/TE:** *Urban Farming Is Growing a Greener Future:* 339; *Whole-Class Performance Task:* 392, 397 **W-8, WHST-8** **SE/TE:** *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future:* 339; *Silent Spring:* 371; *Eagle Tracking at Follensby Pond:* 419; *A Young Tinkerer Builds a Windmill, Electrifying a Nation:* 527; *Small-Group Performance Task*: 528

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