

## English as a Second Language Curriculum Pacing Guide



Quarter: 1

Grade Level: 7<sup>th</sup> Grade

Common Core Literacy Standards	Correlating ESL Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings based on PARCC Framework %
<p><b>7.RI.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> <p><b>7.RL.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can locate and summarize several pieces of evidence in the text to support my analysis of what the text says.</p> <p>I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (i.e., "Based on what I have read, it is most likely true that . . .")</p> <p>I can distinguish between what the text explicitly (specifically) states versus what the text implies, or hints at.</p>	<p>How can I use what the text says to support my ideas and statements?</p> <p>How can I monitor my reading to ensure that I understand the text?</p>	<p>Suggested Themes: <i>Teachers are encouraged to substitute and/or add reading selections that contribute to students' mastery of the standards and individual academic and language needs. The selections listed in this section are merely suggestions for texts that meet both the PARCC and Common Core objectives.</i></p> <p><b>"Perseverance"</b> (approximately 5 weeks) (How do characters, real and fictional, use words and actions to demonstrate perseverance?) Standards addressed in this unit: RI.7.1; RL.7.3; W.7.3; W.7.7; SL.7.1; RI.7.2; SL 7.1 (c); SL 7.1 (d)L. 7.4; L. 7.4 (b); L. 7.4 (d);</p>
<p><b>7.RI.KID.2</b> Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.</p> <p><b>7.RL.KID.2</b> Determine a theme or central idea of a text and</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can determine the central idea of a text and describe how it evolves over the course of the text.</p> <p>I can summarize what the text says without including my own opinion about the subject matter.</p> <p>I can compose a summary</p>	<p>How can I use the context clues, pictures, images, etc. to determine the main idea of a story?</p>	<p>Standards addressed in this unit: RI.7.1; RL.7.3; W.7.3; W.7.7; SL.7.1; RI.7.2; SL 7.1 (c); SL 7.1 (d)L. 7.4; L. 7.4 (b); L. 7.4 (d);</p>

<p>analyze its development over the course of the text; provide an objective summary.</p>		<p>stating the key points of the text.</p>		<p><b>Milestones C:</b></p> <p><i>“Inaugural Address” JFK p. 332 Social Studies literature</i></p> <p><b>Other Resources:</b></p> <p><b>Elements of Literature 1<sup>st</sup> Course:</b> <i>Mother and Daughter</i> By Gary Soto</p> <p>Poems</p> <ul style="list-style-type: none"> <li>•“Past, Present, Future” (Emily Bronte)</li> <li>•“A Birthday” (Christina Rossetti)</li> </ul>
<p><b>7.RI.KID.3</b> Analyze the relationships and interactions among individuals, events, and/or ideas in a text.</p> <p>7.RL.KID.3. Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can identify and then analyze the interactions between individuals, ideas, and events within a text.</p> <p>I can describe how ideas influence individuals or events in a text and how individuals influence ideas or events.</p> <p>I can analyze how a particular character is shaped by the setting of a story or drama.</p> <p>I can recognize the role a setting plays in shaping the plot of a story or drama.</p>	<p>How can I apply the basic elements of the plot in retelling the story?</p>	<p><b>INFORMATIONAL TEXTS Biographies</b></p> <ul style="list-style-type: none"> <li>•<i>Dare to Dream!: 25 Extraordinary Lives</i> (Sandra McLeod Humphrey)</li> <li>•<i>The World At Her Fingertips: The Story Of Helen Keller</i> (Joan Dash)</li> <li>•<i>The Struggle to be Strong: True Stories by Teens About Overcoming Tough Times</i> (Al Desetta)</li> </ul>
	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of</p>	<p>I can determine the meanings of words and phrases as they are used in a text.</p> <p>I can define figurative meaning and connotative meaning.</p>	<p>How can I interpret words and phrases that are used in the text?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•<i>The Civil Rights Movement in America</i> (Elaine Landau)</li> <li>•<i>Dare to Dream: Coretta Scott King and the Civil Rights</i></li> </ul>

<p>7.RI.CS.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p> <p>7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other text and repetition of words and phrases.</p>	<p>Language Arts</p>	<p>I can distinguish between the figurative and connotative meanings of words as they are used in a text.</p> <p>I can analyze and understand how an author’s specific word choice affects the meaning and tone of a text.</p>		<p><i>Movement</i> (Angela Shelf Medearis)</p> <p>Vocabulary strategies and visuals  <a href="http://learningtasks.weebly.com/">http://learningtasks.weebly.com/</a></p> <hr/> <p><b>LITERARY TEXTS</b>  <b>Stories</b></p> <ul style="list-style-type: none"> <li>•<i>The Mostly True Adventures of Homer P. Figg</i> (Rodman Philbrick)</li> </ul>
<p>7.RI.CS.5 Analyze the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can explain how authors organize text and how the individual parts of a text (i.e., sections, chapters &amp; appendixes) contribute to the overall development of ideas.</p> <p>I can explain the characteristics of poetic structures such as the sonnet, ode, and haiku.</p> <p>I can explain the characteristics of various dramatic forms such as the soliloquy, aside, and monologue.</p>	<p>How can I determine what the theme of a text is?</p>	<ul style="list-style-type: none"> <li>•<i>The Voyage of Patience Goodspeed</i> (Heather Vogel Frederick)</li> <li>•<i>Jesse</i> (Gary Soto)</li> <li>•<i>I Rode a Horse of Milk White Jade</i> (Diane Lee Wilson)</li> <li>•<i>Ties That Bind, Ties That Break</i> (Lensey Namioka)</li> <li>•<i>The Miracle Worker (and Related Readings)</i> (William Gibson)</li> </ul>

<p>7.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.</p> <p>7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts point of view of different characters or narrators in a text.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can determine an author’s point of view or purpose in a text.</p> <p>I can analyze how an author distinguishes his or her position from that of others.</p> <p>I can analyze how an author develops the points of view of multiple narrators or characters in a text.</p> <p>I can compare and contrast the points of view of multiple narrators or characters in a text.</p>	<p>How can I explain how an author develops point of view or purpose in a text?</p>	<p><b>PRENTICE HALL LITERATURE GRADE SEVEN</b></p> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>•“How I Learned English” (Gregory Djanikian)</li> <li>•“All Together Now” (Barbara Jordan)</li> <li>•“Bernie Williams: Yankee Doodle Dandy” (Joey Poiley)</li> <li>•From An American Childhood (Annie Dillard)</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li>•“Oranges” (Gary Soto)</li> </ul>
<p><b>7.RI.IKI.7</b> Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium’s portrayal of the subject.</p> <p><b>7.RL.IKI.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can compare and contrast a written text to an audio, video, or multimedia version and analyze how the subject is portrayed in each.</p> <p>I can analyze how the film, audio, staged, or multimedia version of a story compares to the original story.</p> <p>I can analyze how techniques such as lighting, sound, color, and camera angle affect how a story is conveyed.</p>	<p>How can I compare and contrast the experience of reading to listening to an audio, video, or live version of the text?</p>	<ul style="list-style-type: none"> <li>•“Martin Luther King” (Raymond Patterson)</li> </ul> <p><b>Plays</b></p> <ul style="list-style-type: none"> <li>•<i>The Miracle Worker: A Play</i> (William Gibson)</li> </ul> <p><b>ART, MUSIC, AND MEDIA Media</b></p> <ul style="list-style-type: none"> <li>•<i>The Miracle Worker</i> (1962)</li> </ul> <hr/> <p>Writing Resources:</p>

<p><b>7.RI.IKI.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can outline the argument and specific claims presented in a text, and evaluate whether the reasoning is logical and the evidence is relevant and sufficient.</p> <p>I can recognize when a text presents irrelevant evidence, and can explain how I know.</p>	<p>How can I evaluate the claims of an argument or text and determine their importance?</p>	<p>Transitional Words and Cues:  <a href="http://www.studygs.net/wrtstr7.htm">http://www.studygs.net/wrtstr7.htm</a>, <a href="http://www.tms.org">www.tms.org</a></p> <p>Teaching Constructed Response to ELs  <a href="http://esl-methods.wikispaces.com/Constructed+Response">http://esl-methods.wikispaces.com/Constructed+Response</a></p>
<p><b>7.RI.IKI.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.</p> <p><b>7.RL.IKI.9</b> Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can describe how two or more authors writing about the same topic shape their presentations of key information.</p> <p>I can analyze how multiple authors writing about the same topic emphasize different evidence or advance different interpretations of facts to convey their position.</p> <p>I can distinguish between a work of historical fiction and a historical account.</p> <p>I can compare and contrast the portrayal of time, setting, or character in a work of historical fiction to a historical account.</p> <p>I can understand how authors of fiction use or alter history.</p> <p>I can evaluate how closely a work of historical fiction</p>		<p>Using Sentence Frames:  <a href="http://teachersites.schoolworld.com/webpages/Hultenius/sentence.cfm">http://teachersites.schoolworld.com/webpages/Hultenius/sentence.cfm</a></p> <p>Sentence Frame posters:  <a href="http://teachersites.schoolworld.com/webpages/Hultenius/sentence.cfm">http://teachersites.schoolworld.com/webpages/Hultenius/sentence.cfm</a></p> <p>Excellent website for a variety of writing strategies:  <a href="http://www.lausd.net/Main/EL/pdf/Glad_Resource_Book.pdf">http://www.lausd.net/Main/EL/pdf/Glad_Resource_Book.pdf</a></p> <p>Common Core Aligned Resources</p> <p>Choose Your Own Adventure: A Hypertext Writing Experience (ReadWriteThink) (W.7.3)</p>

		<p>matches documented historical events.</p>		<p>Families in Bondage (National Endowment for the Humanities) (RL.7.9)</p> <p>Slave Narratives: (RI.7.7) Underground Railroad: Escape from Slavery—An Interactive Unit on Scholastic.com (RI.7.7)</p>
<p><u>RI.7.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>RL.7.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can distinguish between portions of a text that I understand versus portions that I don’t understand.</p> <p>I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me.</p> <p>I can distinguish between portions of a text that I understand versus portions that I don’t understand.</p> <p>I can use various reading and note-taking strategies (i.e., ask questions, make connections, make inferences, visualize &amp; re-read) that will help me locate portions of a text that are difficult for me.</p> <p>I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me.</p>		<p>Susan B. Anthony Voted on This Date in 1872, Leading to Her Arrest (ReadWriteThink) (RI.6.3)</p> <p>Heroes Around Us (ReadWriteThink) (RL.7.2)</p> <p>Greek and Latin Roots: Know Your Roots: The web’s largest word root directory <a href="http://www.learnthat.org/pages/view/roots.html">http://www.learnthat.org/pages/view/roots.html</a> L.7.6</p> <hr/> <p>Note taking strategies <a href="http://www.smekenseducation.com/the-secret-spill.html">http://www.smekenseducation.com/the-secret-spill.html</a></p> <p>Grammar Parts of Speech Brian P. Cleary’s books (<i>Hairy, Scary, Ordinary, what is an Adjective?</i>)</p>

<p><b>7.W.TTP.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s).</p> <p>a.</p> <ol style="list-style-type: none"> <li>2. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</li> <li>3. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>4. Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>5. Craft an effective and relevant conclusion that supports the argument presented.</li> <li>6. Use precise language and content-specific vocabulary.</li> <li>7. Use appropriate transitions to create cohesion and clarify the</li> </ol>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can write arguments to support claims with clear reasons and relevant evidence.</p> <p>I can develop claims fairly, supplying evidence while pointing out the strengths in a manner that anticipates my audience’s knowledge level and concerns.</p> <p>I can support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>I can use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>I can maintain a formal style.</p> <p>I can provide a concluding statement or section that supports the argument.</p>	<p>How can I create an argument and find evidence to support it?</p>	<p>Prentice Hall Literature/Grammar Test Prep Common-Core Aligned Workbook, Grade 7</p> <p><a href="http://www.englishforeveryone.org">www.englishforeveryone.org</a>  <a href="http://www.english-zone.com">www.english-zone.com</a>  <a href="http://www.k12reader.com">www.k12reader.com</a>  <a href="http://www.edhelper.com">www.edhelper.com</a>  <a href="http://www.flocabulary.com">www.flocabulary.com</a>  <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a>  <a href="http://www.chompchomp.com">www.chompchomp.com</a></p>
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<p>relationships among ideas</p> <p>and concepts.</p> <p>8. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style.</p>				
<p><b>7.W.TTP.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid</p> <p>in comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other</p> <p>information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a</p> <p>clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant</p>		<p>I can write informational/explanatory texts that examine and convey ideas, concepts, and other information.</p> <p>I can select, organize, and analyze ideas, concepts, and processes.</p> <p>I can incorporate formatting, graphics, and multimedia into my informational/explanatory texts.</p> <p>I can introduce a topic clearly and develop it with relevant facts, definitions, concrete details, quotations, and examples.</p> <p>I can organize ideas, concepts, and information using strategies such as definition, classification,</p>	<p>How can I plan an essay that develops my ideas, and has evidence that supports them?</p>	

<p>conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.</p>		<p>comparison/contrast, and cause/effect.</p> <p>I can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>I can use domain-specific vocabulary to inform about or explain the topic.</p> <p>I can provide a concluding statement or section that supports the information or explanation presented.</p>		
<p><b>7.W.TTP.3</b> Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</li> <li>2. Organize an event sequence that unfolds naturally and logically.</li> <li>3. Create a smooth progression of experiences or events.</li> </ol>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can write narratives to develop real or imagined experiences or events.</p> <p>I can employ narrative techniques, provide descriptive details, and structure event sequences effectively.</p> <p>I can engage and orient a reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>I can organize a series of events that unfold naturally and logically.</p>	<p>How can I use tone, point of view, and vocabulary to write a narrative and establish the narrator?</p>	

<p>4. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to</p> <p>develop experiences, events, and/or characters.</p> <p>5. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts,</p> <p>and show the relationships among experiences and events.</p> <p>6. Craft an effective and relevant conclusion that reflects on the narrated experiences or</p> <p>events.</p> <p>7. Use precise words and phrases, relevant descriptive details, and sensory language to</p> <p>convey experiences and events.</p>		<p>I can employ narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p> <p>I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>I can provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		
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<p><b>4.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can understand my task, purpose, and audience when I write.</p> <p>I can match the development, organization, and style of my writing to my task, audience, and purpose.</p>	<p>How can I develop my style of writing?</p>	
<p><b>7.W.PDW.5</b></p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can understand writing as a process of planning, revising, editing, and rewriting.</p> <p>I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>How can I decide on appropriate changes to my writing that will help improve it?</p>	
<p><b>6.W.PDW.6</b></p> <p>Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>I can use technology, including the internet, to interact and collaborate with others on the writing process.</p>	<p>How will the technologies available to me help me with my writing?</p>	

<p><b>7.W.RBPK.7</b> Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can conduct short research projects to answer a question I have or one that is assigned to me.</p> <p>I can draw on several sources when conducting research and generate new questions based on my research.</p>	<p>How do I create questions that will help me conduct my research?</p>
<p><b>7.W.RBPK.8</b> Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can gather relevant information from multiple print and digital sources, using search terms effectively.</p> <p>I can assess the credibility of each source in answering a research question.</p> <p>I can quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>How do I determine which resources I should use to support my hypothesis and answer my questions?</p>
<p><b>7.W.RBPK.9</b></p> <p>Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>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. I can apply the analytical and reflective skills I use when I read to my writing.</p> <p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the</p>	

		<p>evidence is relevant and sufficient to support the claims.</p> <p>I can draw evidence from informational texts to support my analysis, reflection, and research.</p>		
<p><b>7.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing.</p> <p>I can design a work plan that includes time for research, reflection, and revision.</p> <p>I can write routinely over shorter time frames for a range of tasks, purposes, and audiences.</p> <p>I can understand the goals, roles and deadlines for group members and can track progress toward achieving them.</p>	<p>How do I select appropriate support for my arguments?</p>	
<p><b>7.SL.CC.1</b> Prepare for collaborative discussions on 7 grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>		<p>I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>I can discuss my own ideas clearly in a discussion.</p> <p>I can build on the ideas of others in a discussion.</p> <p>I can refer to evidence from</p>	<p>Why is important that I reflect upon what I read and hear?</p> <p>What kinds of questions can I ask during reading and discussions that will help me understand and contribute to the discussion?</p>	

		<p>texts and other research I have brought to the discussion.</p> <p>I can prepare for discussions by reading and researching class materials beforehand.</p> <p>I can understand the goals, roles and deadlines for group members and can track progress toward achieving them.</p>		
<p><b>7.SL.CC.1</b> Prepare for collaborative discussions on 7 grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can follow established guidelines for class discussions.</p> <p>I can participate in friendly discussions and decision-making activities.</p>	<p>How do I prepare myself for class discussions and to make presentations?</p>	
<p><b>7.SL.CC.1</b> Prepare for collaborative discussions on 7</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts</p>	<p>I can participate in conversations by posing and responding to questions and making relevant comments that keep the discussion on</p>		

	necessary for academic success in the content area of Language Arts	<p>topic.</p> <p>I can acknowledge new ideas introduced in a discussion or collaborative activity.</p> <p>I can modify my views if presented with a new perspective.</p>		
<b>7.SL.CC.2</b> Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	<b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	<p>I can actively listen and observe when information is presented to me in diverse formats and media.</p> <p>I can analyze the main ideas and supporting details of information presented in diverse formats and media.</p> <p>I can discuss how the ideas presented in diverse formats and media connect to a topic, text, or issue I’m studying.</p>	How can I determine which strategy or skill I will apply to help me synthesize what I have read or heard?	
<b>7.SL.CC.3</b> Explain a speaker’s argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	<b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	<p>I can outline a speaker’s argument and list specific claims he or she makes.</p> <p>I can evaluate a speaker’s reasoning and use of evidence.</p> <p>I can determine if a speaker’s use of evidence is sufficient.</p>	How can I determine which strategy or skill I will apply to help me synthesize what I have read or heard?	
<b>4.SL.PKI.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts	<b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts	<p>I can organize my claims and findings on a topic or issue and gather reasons and evidence to support them.</p> <p>I can present my claims and</p>	How do I prepare myself for class discussions and to make presentations?	

<p>and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</p>	<p>necessary for academic success in the content area of Language Arts</p>	<p>findings with relevant descriptions, facts, details, and examples.</p> <p>I can use appropriate eye contact, adequate volume, and clear pronunciation.</p>		
<p><b>5.SL.PKI.5</b> Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can include multimedia and visual components with my presentations.</p> <p>I can clarify information, strengthen claims and evidence, and add interest by incorporating multimedia and visual components into my presentations.</p>	<p>How can I use digital media and visual displays to express information or express my ideas?</p>	
<p><b>7.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can adapt my speech to a variety of contexts and tasks depending on my purpose and audience.</p> <p>I can demonstrate a command of formal English when necessary.</p>	<p>How do I prepare myself for class discussions and to make presentations?</p>	
<p><b>7.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for</p>	<p>I can provide definitions for clauses and phrases.</p> <p>I can define misplaced modifier and provide an example.</p>	<p>Why is it important that I understand the conventions of Standard English when I speak and write?</p>	

<ol style="list-style-type: none"> <li>1. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.</li> <li>2. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.</li> </ol>	<p>academic success in the content area of Language Arts</p>	<p>I can define dangling modifier and provide an example.</p> <p>I can identify and correct misplaced and dangling modifiers.</p> <p>I can choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>I can explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>I can distinguish between simple, compound, and compound-complex sentences.</p>		
<p><b>7.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can apply an understanding of the how to use punctuation.</p> <p>I can strengthen my writing when I edit.</p> <p>I can spell correctly.</p>	<p>Why is it important that I understand the conventions of Standard English when I speak and write?</p>	
<p><b>7.L.KL.3</b> When writing and speaking, choose precise language to express ideas concisely.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in</p>	<p>I can express ideas precisely and concisely with the language that I choose to use.</p> <p>I can recognize and eliminate wordiness and redundancy.</p>	<p>Why is it important that I understand the conventions of Standard English when I speak and write?</p>	

	the content area of Language Arts			
<p><b>7.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7 grade-level text by choosing flexibly from a range of strategies.</p> <p>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can apply an understanding of the various types of context clues to determine words or phrases.</p> <p>I can apply my knowledge of Greek or Latin affixes and roots to determine the meaning of unfamiliar words</p>	<p>How can I determine the meaning of unknown words or phrases?</p>	
<p><b>7.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7 grade-level text by choosing flexibly from a range of strategies.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material</p>		
<p><b>7.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7 grade-level</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for</p>	<p>I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material</p>		

<p>text by choosing flexibly from a range of strategies.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<p>academic success in the content area of Language Arts</p>			
<p><b>7.L.VAU.5</b> When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<p><b>ELD Standard 2</b> – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>I can use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)</p>	<p>How can I determine the meaning of unknown words or phrases?</p>	
<p><b>7.L.VAU.6</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>7</b> 7grade-level</p>	<p>I can demonstrate a command of formal English when necessary.</p> <p>I can accurately use and understand academic and domain-specific words and phrases appropriate for college and career readiness in my reading, writing, speaking, and listening.</p>	<p>How can I determine the meaning of unknown words or phrases?</p>	

**Figure A: The English Language Development Standards**

<b>Standard</b>		<b>Abbreviation</b>
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies