

## TN ELA Standards Guide Grade 7

### Language Standards

The language standards are fundamentally about the effective use of language in speaking and writing. It is critical that students recognize the connection between the use of language and its impact on meaning. In other words, grammar is not simply an abstract set of rules that governs communication but is rather a powerful tool by which a person can communicate meaning to others in impactful ways.

For each standard, reference the Language and Grammar Progression chart for skills and understandings from lower grade levels that students should retain or further develop as students advance through the grades and work with increasingly complex texts.

<b>Standard 7.L.CSE.1</b>		
<p><b>7.L.CSE.1</b> - Demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. When reading or listening, explain the function of phrases and clauses with effectively placed modifiers.</p> <p>b. When writing or speaking, produce simple, compound, and complex sentences with effectively placed modifiers.</p>		
<b>Category: Conventions of Standard English</b>		
<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>When writing or speaking, <i>explain the function of standard English grammar and usage conventions.</i></li> <li>When writing or speaking, <i>use standard English grammar and usage conventions effectively.</i></li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Explaining the function of phrases and clauses <i>with effectively placed modifiers</i></li> <li>Producing simple, compound, and complex sentences <i>with effectively placed modifiers</i></li> </ul>	<p><b>phrase</b> - a natural group of words that work together to fill a slot within a sentence frame</p> <p><b>clause</b> - a group of words containing a subject and a predicate</p> <p><b>modifiers</b> - a word, phrase, or clause that adds to or qualifies the meaning of another word, phrase, or clause</p> <ul style="list-style-type: none"> <li><i>misplaced modifier</i> - modifies a word or phrase other than the one it is intended to modify</li> <li><i>dangling modifier</i> - intended to modify a word, phrase, or clause that is implied but never actually stated</li> </ul>	<p><b><i>In reading tasks:</i></b> Students may read an informational or narrative text that demonstrates sentence variety. After rereading the text, students could identify examples of simple, compound, and complex sentences with effectively placed modifiers, and then describe the function of each sentence in the margins.</p> <p><b><i>In speaking/listening tasks:</i></b> Students could work in pairs or groups to restructure sentences they have read and identified as simple, compound, and complex structures, discussing how changing the syntax impacts the sentence.</p>

	<p><b>sentence structures:</b></p> <ul style="list-style-type: none"> <li>• <b>simple</b> - one independent clause</li> <li>• <b>complex</b> - an independent clause and at least one dependent clause</li> <li>• <b>compound</b> - two independent clauses linked by a conjunction</li> </ul>	<p><b><i>In writing tasks:</i></b> Students may write a short essay and use a variety of sentence structures when expressing various ideas. In revision, students could identify simple, compound, and complex sentences and consider the effect sentence structure has in their own writing.</p>
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**Cornerstone Standard for L 1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Vertical Alignment**

Grade Span	Standard
8	<p><b>8.L.CSE.1</b> - Demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. When reading or listening, analyze the use of phrases and clauses within a larger text.</li> <li>b. When reading or listening, explain the function of verbs.</li> <li>c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively placed modifiers.</li> <li>d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.</li> <li>e. When writing or speaking, produce and use varied voice and mood of verbs.</li> </ul>
7	<p><b>7.L.CSE.1</b> - Demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. When reading or listening, explain the function of phrases and clauses with effectively placed modifiers.</li> <li>b. When writing or speaking, produce simple, compound, and complex sentences with effectively placed modifiers.</li> </ul>
6	<p><b>6.L.CSE.1</b> - Demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).</li> <li>b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively.</li> <li>c. When reading and listening, explain the function of phrases and clauses.</li> <li>d. When writing or speaking, use simple, compound, and complex sentences.</li> </ul>

**Standard 7.L.CSE.2**

**7.L.CSE.2** - 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.

**Category: Conventions of Standard English**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• When writing or speaking, <i>explain the function of</i> standard English capitalization, punctuation, and spelling conventions.</li> <li>• When writing or speaking, <i>use</i> standard English capitalization, punctuation, and spelling conventions effectively.</li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Explaining the function of commas to separate coordinate adjectives</li> <li>• Correctly using commas to separate coordinate adjectives</li> </ul>	<p><b>coordinate adjectives</b> - adjectives that appear in sequence with one another to modify the same noun</p>	<p><b><i>In reading tasks:</i></b> Students may conduct peer reviews and read another student’s essay to edit for proper use of standard English conventions. Students may annotate essays using proofreading marks, paying close attention to proper capitalization, punctuation, and spelling.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may complete their peer reviews in partner groups by discussing the relevant edits that are necessary to complete a final draft of the peer-reviewed essay. Students may highlight the edits in their discussion but could also provide reasons for why those edits are necessary, explaining the function of the grammatical features and how they impact the readability of the essay.</p> <p><b><i>In writing tasks:</i></b> Students may take their peer review notes and write a second or final draft of their essay that reflects the necessary edits that would demonstrate grade-appropriate command of standard English conventions.</p>

**Cornerstone Standard for L 2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.L.CSE.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.
7	<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.
6	<b>6.L.CSE.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.

**Standard 7.L.KL.3**

**7.L.KL.3** - When writing and speaking, choose precise language to express ideas concisely.

**Category: Knowledge of Language**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students use knowledge of language and its conventions to do the following:</p> <ul style="list-style-type: none"> <li>• Recognize how language functions in different contexts</li> <li>• Make effective choices for meaning and style when writing or speaking</li> <li>• Aid comprehension when reading or listening</li> </ul> <p>At this grade level, students should focus on language efficiency and attempt to express ideas in a concise manner. Students must have knowledge of diction, connotation, and denotation in order to express ideas concisely.</p> <p>This standard asks students to move beyond mere knowledge of grammar and conventions to make effective choices for meaning and style as appropriate to the context. As students write or speak, they should focus on developing their own voice and using that voice effectively to accomplish the purpose as defined by the task and context.</p>	<p>No terms need defining for this standard at this grade level.</p>	<p><b><i>In reading tasks:</i></b> Students may analyze a speech and identify instances where the author’s rhetoric is concise and appealing to the audience. Students may annotate these instances and explain why they believe the author chose precise language.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in pairs and share their explanations of why the author chose precise language. Each pair of students may be asked to add sentences or paragraphs to the speech that continue to express ideas concisely. Students may practice reading the speech aloud to each other to determine if ideas are expressed accurately and concisely.</p> <p><b><i>In writing tasks:</i></b> Students may be tasked with writing a speech or argumentative text on a given topic and use precise language to express their ideas.</p>

<p>This standard is closely aligned with the following standards:</p> <ul style="list-style-type: none"> <li>• W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• S&amp;L 4: Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>• S&amp;L 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>		
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**Cornerstone Standard for L 3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.L.KL.3</b> - When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
7	<b>7.L.KL.3</b> - When writing and speaking, choose precise language to express ideas concisely.
6	<b>6.L.KL.3</b> - When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

**Standard 7.L.VAU.4**

**7.L.VAU.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or a phrase.
- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**Category: Vocabulary Acquisition and Use**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students determine the meaning of unknown and multiple-meaning words and phrases with the following strategies:</p> <ul style="list-style-type: none"> <li>• Using context clues</li> <li>• Analyzing meaningful word parts</li> <li>• Consulting reference materials</li> </ul> <p>This standard’s language stays the same through grades 6-12; what changes each year is the complexity of the texts to which students apply it.</p> <p>This standard works in tandem with standard RI/RL 4. Standard L 4 focuses more on strategies students can use to help them understand words and phrases in text. Standard R 4 focuses more on how words and phrases <i>function</i> within a text, specifically, how they impact meaning and tone.</p>	<p><b>phrase</b> - a natural group of words that work together to fill a slot within a sentence frame</p> <p><b>morphological</b> - the study of the structure of words, how they are formed, and their relationship to other words; includes the study of parts of words such as stems, root words, prefixes, and suffixes</p> <p><b>etymological</b> - the study of the origin of words and the way in which their meanings have changed throughout history</p>	<p><b><i>In reading tasks:</i></b> Students could read a text (e.g., a poem), focusing first on comprehension and recording a list of words that they did not understand, whose meanings were unclear, and any words used multiple times in different ways (i.e., multiple-meaning words). They may begin the preliminary task of deciphering such words, whether through use of a reference source, context clues, or etymological similarities.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in pairs or small groups, first, to rate the level of difficulty of the words using a teacher-defined rating system and to best determine the meaning of the words, discussing the best method of determination from the standard.</p> <p><b><i>In writing tasks:</i></b> Students could select a specific number of words from the class-created vocabulary list to incorporate in their own writing, drawing from the same meaning of the words gleaned from the text they had read and the discussion activity where they finalized the meanings and created a vocabulary list.</p>

**Cornerstone Standard for L 4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Vertical Alignment**

Grade Span	Standard
8	<p><b>8.L.VAU.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or a phrase.</li> <li>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> <li>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> </ul>
7	<p><b>7.L.VAU.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or a phrase.</li> <li>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> <li>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> </ul>
6	<p><b>6.L.VAU.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or a phrase.</li> <li>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> <li>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> </ul>



**Standard 7.L.VAU.5**

**7.L.VAU.5** - When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

**Category: Vocabulary Acquisition and Use**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• <i>Explain the function of</i> figurative language, word relationships, and subtle differences in word meanings</li> <li>• <i>Effectively use</i> figurative language, word relationships, and subtle differences in word meanings.</li> </ul> <p>This standard is closely aligned to RL/RI 4 in that it guides students to closely attend to the nuanced meanings of words in texts in order to discern their meaning and impact on the text. As students move toward a deeper understanding of why authors make choices regarding the use of figurative language or choose one word over another word with a similar denotation, students will increasingly be able to make similar choices in their own writing.</p>	<p><b>figurative language</b> - language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., a metaphor, allusion, etc.)</p> <p><b>word relationships</b> - the relationship between particular words that contributes meaning to each word individually (e.g., cause/effect, part/whole, item/category, synonym/antonym)</p> <p><b>connotation</b> - the idea or feeling elicited by a word, in addition to its literal or primary meaning.</p> <p><b>denotation</b> - the precise, literal meaning of a word (i.e., definition), as opposed to the feelings or ideas the word might suggest (i.e., connotation)</p>	<p><b><i>In reading tasks:</i></b> Students may read a poem or a story and use a graphic organizer to list the specific ways in which an important object or person is described, writing the denotation of the word and then noting whether the connotation is positive, negative, neutral—and offering a rationale as to why. They also may note whether each word is used literally or figuratively within the poem or story.</p> <p><b><i>In speaking/listening tasks:</i></b> Students could work in small groups to discuss how the mood of the poem or story would have been conveyed differently if the writer had selected different words with the same essential denotation but contrasting connotations.</p> <p><b><i>In writing tasks:</i></b> Students may write their own poem or story on a specific topic, paying attention to both denotation and connotation of the words they select in order to impact tone and mood of their written text in a desired way.</p>

**Cornerstone Standard for L 5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.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.
7	<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.
6	<b>6.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.

**Standard 7.L.VAU.6**

**7.L.VAU.6** - 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.

**Category: Vocabulary Acquisition and Use**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This standard encapsulates the end goal of the language standards: students become increasingly independent as they acquire and use a wide range of vocabulary to strengthen their reading and listening comprehension and to enhance their written or oral expression.</p>	<p><b>general academic</b> - words and phrases that students encounter in academic study across multiple subjects and disciplines; also known as Tier 2 vocabulary</p> <p><b>domain-specific</b> - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p><b>phrase</b> - a natural group of words that work together to fill a slot within a sentence frame</p>	<p><b><i>In reading tasks:</i></b> Students may identify domain-specific words in an informational text and use a variety of methods to determine the meaning of such words, whether through use of a reference source, context clues, or etymological similarities.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may be placed in small groups and individually assigned general academic and/or domain-specific words from a grade-level text. In their own words, students may take turns explaining the definition of their assigned word and its use in context to their peers.</p> <p><b><i>In writing tasks:</i></b> Students may write an informational essay about a technical science topic. In their writing, students would accurately use the domain-specific vocabulary they pulled from their reading to thoroughly explain the science concepts they have been learning about.</p>

**Cornerstone Standard for L 6**

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.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.
7	<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.
6	<b>6.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.

## TN ELA Standards Guide Grade 7

### Speaking & Listening Standards

The Speaking and Listening standards serve, in part, as a bridge between the reading and writing standards. In the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. These standards enable students to actively participate in the meaning-making process when analyzing texts.

<b>Standard 7.SL.CC.1</b>		
<b>7.SL.CC.1</b> - Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.		
<b>Category: Comprehension and Collaboration</b>		
<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Prepare for discussions by gathering textual evidence on the topic or issue</li> <li>• Use preparation to engage in discussions effectively by doing the following:               <ul style="list-style-type: none"> <li>• Building on others' ideas</li> <li>• Expressing one's own ideas clearly and persuasively</li> </ul> </li> </ul> <p>This standard focuses more on the "speaking" element of discourse in that students should be actively participating in the speaking portion of discussions, focusing on communicating ideas clearly and persuasively and citing textual evidence to support their ideas or claims.</p>	<p><b>collaborative discussions</b> - one-on-one, group, and teacher-led discussions</p> <p><b>varied partners</b> - a variety of discussion structures should be used to allow students opportunities to discuss topics and texts with a diverse group of students</p>	<p><b><i>In reading tasks:</i></b> Students could read a short story and each student, as part of a small group, could be assigned a chapter to annotate and begin initial preparation to discuss its themes in a presentation.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work together in groups to further prepare a presentation on the story they read. Students may share ideas with other group members and then each member provides feedback to help refine them.</p> <p><b><i>In writing tasks:</i></b> Students may write a reflective response on their presentation. They could consider in their writing what they learned from the preparation, what they learned from their group members, and reflect on what they did well in their presentation and what, in hindsight, that they might have done better while presenting to the class.</p>

<p>The intent of this standard is not only to provide students opportunities to engage others in meaningful discourse around grade-level topics and texts, but also to demonstrate understanding of multiple perspectives. At this level, students should acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>Particular attention should be given to classroom culture for students to successfully practice this standard. Students need opportunities to participate in a discursive culture that affirms all participants, embraces differences in perspective, and cultivates growth in understanding.</p>		
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<b>Cornerstone Standard for SL 1</b>	
Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.	
<b>Vertical Alignment</b>	
<b>Grade Span</b>	<b>Standard</b>
<b>8</b>	<b>8.SL.CC.1</b> - Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
<b>7</b>	<b>7.SL.CC.1</b> - Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
<b>6</b>	<b>6.SL.CC.1</b> - Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**Standard 7.SL.CC.2**

**7.SL.CC.2** - Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.

**Category: Comprehension and Collaboration**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Analyze information in a variety of media formats to determine if it is credible and accurate</li> <li>Integrate information from a variety of media formats into a presentation or class discussion</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Explain how the information being presented in each media format <i>clarifies</i> the topic or text under study</li> </ul> <p>Standard SL 2 works in tandem with standard RL/RI 7 as students are analyzing information presented in a variety of formats.</p> <p>Standard SL 2 is also closely aligned with standard SL 5. Whereas SL 2 focuses on the analysis and discussion of information found in various media formats, SL 5 focuses specifically on the students' use of multimedia in presentations to clarify claims and findings and emphasize major points.</p> <p>SL 2 is a parallel standard to W 8. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p><b>diverse media formats</b> - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p>	<p><b><i>In reading tasks:</i></b> Students could first read a text about a person in preparation to view an interview with that person (e.g., a biography). Students could then view a video of a journalist interviewing the person from the biography on a specific topic, answering some text-based questions while watching.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may discuss as a class their responses to the video, dissecting the questions and answers, as well as noting the way in which the interviewee responds to the interviewer.</p> <p><b><i>In writing tasks:</i></b> Students may write an essay in response to a prompt related to what they had read about the interviewee, as well as the content of the interview. They could also incorporate in their writing some brief research related on an issue, historical or otherwise, related to the topic.</p>

**Cornerstone Standard for SL 2**

Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.SL.CC.2</b> - Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.
7	<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.
6	<b>6.SL.CC.2</b> - Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.



**Standard 7.SL.CC.3**

**7.SL.CC.3** - Explain a speaker’s argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.

**Category: Comprehension and Collaboration**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Analyze an oral presentation of an argument to identify and evaluate the speaker’s point of view</li> <li>Analyze and evaluate the argument, including its claims, evidence, reasoning, and rhetoric</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Determine whether the reasoning is sound, relevant, and sufficient</li> </ul> <p>SL 3 is a parallel standard to RI 8. In SL 3, students are analyzing oral arguments; in RI 8, students are analyzing written arguments.</p> <p>Standard SL 3 also works closely with standards W 1 and 9. When students strengthen their ability to analyze arguments and how they are constructed, they improve their ability to write effective argumentative texts as well.</p>	<p><b>argument</b> - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>reasons/reasoning</b> - statements of support for claims</p>	<p><b><i>In reading tasks:</i></b> Students may read a high-interest article on a grade-level-appropriate debatable topic. Students could use a graphic organizer to note claim(s) and relevant, supporting evidence.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may debate a problem or question related to a text they have read and studied, noting their level of agreement by moving to a different corner of the room: strongly agree, agree, disagree, strongly disagree. After moving around to the area that aligns with their position, students are required to explain their reasoning to the class.</p> <p><b><i>In writing tasks:</i></b> Students could read and discuss a topic of study and then use a video technology tool to record (after writing out) an analysis of the central idea and supporting details from what they have read on the topic. They could then explain through writing how the ideas within the text clarify the topic or issue under study.</p>

**Cornerstone Standard for SL 3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.SL.CC.3</b> - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.
7	<b>7.SL.CC.3</b> - Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.
6	<b>6.SL.CC.3</b> - Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Standard 7.SL.PKI.4**

**7.SL.PKI.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.

**Category: Presentation of Knowledge and Ideas**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Present information clearly, logically and engagingly.</li> <li>• Ensure the presentation’s content, structure, and style are appropriate to the task, purpose, and audience.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Present information in a focused (concise) manner</li> </ul> <p>Standard SL 4 is a natural extension of SL 3. In SL 3, students analyze oral presentations to determine point of view and the strength of the speaker’s argument; in SL 4, students construct and deliver their own oral presentations in a logical and engaging fashion. These practices work interchangeably to strengthen each other.</p> <p>SL 4 works closely with standard W 4. When students strengthen their ability to construct and deliver oral presentations, they also improve their writing ability.</p>	<p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>findings</b> - information that is discovered during an official examination of a problem, situation, or object</p>	<p><b><i>In reading tasks:</i></b> Students may read an argumentative text on a grade-level topic and highlight the claims and supporting evidence while reading.</p> <p><b><i>In speaking/listening tasks:</i></b> After reading and annotating the text, students could adapt its points into a speech, and present their ideas to the class. Prior to presenting, teachers may offer models to instruct students on proper presentation techniques.</p> <p><b><i>In writing tasks:</i></b> After reading an argumentative essay, students could write their own argumentative response and then turn it into a speech for a specific audience, paying special attention to whether they are emphasizing key points in a focused, coherent manner with relevant descriptions, facts, and details.</p>

**Cornerstone Standard for SL 4**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, the development, and style are appropriate to task, purpose, and audience.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.SL.PKI.4</b> - Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
7	<b>7.SL.PKI.4</b> - 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.
6	<b>6.SL.PKI.4</b> - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**Standard 7.SL.PKI.5**

**7.SL.PKI.5** - Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.

**Category: Presentation of Knowledge and Ideas**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Use multimedia to express information clearly and engagingly.</li> </ul> <p>Note the word “strategic” in the Cornerstone standard. Students should not use technology merely for the sake of using technology, but instead select technology that enhances the content of and adds interest to the presentation.</p> <p>SL 5 works in tandem with standard RL/RI 7. In RL/RI 7, students analyze multimedia to determine the impact of the medium on the content presented. In SL 5, students use what they have learned in their multimedia analysis to make decisions of their own regarding how to use a particular medium to enhance an oral presentation.</p> <p>SL 5 works similarly to standard W 6. As appropriate to task, purpose, and audience, students should utilize technology to enhance and strengthen writing and oral presentations.</p>	<p><b>multimedia</b> - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>findings</b> - information that is discovered during an official examination of a problem, situation, or object</p>	<p><b><i>In reading tasks:</i></b> Students may compare and contrast a speech to its multimedia version and analyze how each medium employs certain techniques unique to enhance content.</p> <p><b><i>In speaking/listening tasks:</i></b> After analyzing the speech in each medium, students could use what they have learned in each medium to compose their own multimedia presentation that explains the impact of each medium’s techniques on the presentation of the speech’s content.</p> <p><b><i>In writing tasks:</i></b> Students may write a reflection on the effectiveness of their own presentation and describe how the techniques used were successful or unsuccessful in adding interest to the presentation.</p>

**Cornerstone Standard for SL 5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.SL.PKI.5</b> - Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.
7	<b>7.SL.PKI.5</b> - Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.
6	<b>6.SL.PKI.5</b> - Include multimedia components and visual displays in presentations to clarify information.

**Standard 7.SL.PKI.6**

**7.SL.PKI.6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Category: Presentation of Knowledge and Ideas**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Adapt speech as appropriate to the context and task</li> <li>• Use formal English proficiently when indicated or appropriate</li> </ul> <p>An important component of this standard is the practice of code-switching, or alternating between two or more dialects or language varieties as appropriate to the social context or conversational setting.</p>	<p><b>formal English</b> - language usage that demonstrates command of the conventions of standard English grammar and usage in more official or important contexts (e.g., presenting research findings). Formal usage generally consists of coherent organization, complex grammar and syntax, and sophisticated vocabulary. See Language standards 1 and 3 for grade-level expectations.</p>	<p><b><i>In reading tasks:</i></b> Students may read a speech and then listen to an audio version of the same speech. As they listen, students could annotate the text to note the speaker’s delivery of the printed text with regards to pace, style and tone, and then explain how the delivery appropriately addresses the audience.</p> <p><b><i>In speaking/listening tasks:</i></b> Students could adapt an informational or argumentative essay to be presented orally as a speech. Students may adopt a formal tone when delivering this speech, using flashcards as presentation aids.</p> <p><b><i>In writing tasks:</i></b> Students may revise an informational or argumentative essay to be delivered orally. Students may transcribe their essay onto flashcards to organize their speech. Students may revise their essays to develop an appropriate pace, style and tone for oral presentations.</p>

**Cornerstone Standard for SL 6**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>8</b>	<b>8.SL.PKI.6</b> - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>7</b>	<b>7.SL.PKI.6</b> - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>6</b>	<b>6.SL.PKI.6</b> - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



## TN ELA Standards Guide Grade 7

### Reading Literature Standards

#### Standard 7.RL.KID.1

**7.RL.KID.1** - Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

#### Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What happens in this story, poem, etc.?</li> <li>• Which specific details are most important?</li> <li>• What topics, concepts, etc., are represented in the text, explicitly or implicitly?</li> </ul> <p>This standard is the foundation of the reading standards in that it involves basic comprehension of the text.</p> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students analyze a text to determine what it says explicitly and implicitly.</li> <li>• When students speak or write their interpretation of the text, they cite textual evidence to support their conclusions.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Citing several pieces of textual evidence to support conclusions</li> </ul>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>inferences</b> - conclusions drawn from evidence and reasoning</p> <p><b>evidence</b> - words, sentences, paragraphs, stanzas, or sections of a text that are presented as support for the truth or validity of a conclusion or claim</p>	<p><b><i>In reading tasks:</i></b> Students may read a literary text and highlight and annotate sections to track the plot and thematic development. Highlights and annotations will serve as textual evidence for further textual analysis.</p> <p><b><i>In speaking/listening tasks:</i></b> Through collaborative groups or class discussion, students could generate a list of details that support their understanding of characters and other elements in the text.</p> <p><b><i>In writing tasks:</i></b> Students may use pieces of evidence identified in class discussion to construct a written response to the prompt.</p>

<p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing sufficient textual evidence to support conclusions.</p>		
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**Cornerstone Standard for RL 1**

Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.RL.KID.1</b> - Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
7	<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.
6	<b>6.RL.KID.1</b> - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

**Standard 7.RL.KID.2**

**7.RL.KID.2** - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

**Category: Key Ideas and Details**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What themes emerge from the text? What is a central idea of the text?</li> <li>• How does the theme/central idea develop over the course of the text?</li> <li>• What details contribute most to the theme or central idea's development?</li> <li>• What information is important to include in a summary?</li> </ul> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students identify how a theme or central idea is introduced, how it is developed, and how it is supported with key details and features (e.g., plot, character, setting, etc.).</li> <li>• When students re-convey a theme or central idea in a summary, they must be able to do so objectively.</li> </ul> <p>In literature, "theme" and "central idea" are not synonymous. Themes are non-text-specific statements capturing abstract, universal ideas that emerge from a text. Central ideas are text-specific statements capturing an author's prominent ideas in a text.</p>	<p><b>theme</b> - an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances." Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme.</p> <p><b>central idea (main idea)</b> - in literature, a central idea is a prominent idea that is specific to a given text. When expressed by students, central/main ideas should be in the form of a complete thought. (Example from <i>The Hobbit</i> – Although Bilbo Baggins' companions became corrupted by greed on their journey, Bilbo showed through his actions what it means to be honorable.")</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>objective summary</b> - in literature, this typically describes the important components of the story, including the plot, main characters, setting, etc. This type of summary remains neutral and unbiased (i.e., does not convey the writer's opinion).</p>	<p><b>In reading tasks:</b> As students read a novel, they could create a growth chart that tracks a character's development in order to determine a theme.</p> <p><b>In speaking/listening tasks:</b> Students may discuss their character growth charts in pairs or small groups to build on their ideas of potential themes from the story, based on their character growth charts.</p> <p><b>In writing tasks:</b> Students could use their growth chart and notes from the class discussion to write an essay explaining how one theme emerges through a character's journey over the course of the text.</p>

**Cornerstone Standard for RL 2**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.RL.KID.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.
7	<b>7.RL.KID.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
6	<b>6.RL.KID.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

**Standard 7.RL.KID.3**

**7.RL.KID.3** - Analyze how specific elements of a story or drama interact with and affect each other.

**Category: Key Ideas and Details**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do the elements of the text interact with each other over the course of the text?</li> <li>• How do these interactions develop the elements of the text?</li> <li>• How do these interactions and developments impact meaning?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing interactions among multiple elements (not only character and plot) of a story or drama</li> </ul> <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning of the text as a whole. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, there is an important distinction in the way that RL 1 and RL 3 address text elements. Standard RL 1 focuses more on making inferences about text elements, whereas standard RL 3 focuses more on analysis of the interaction and development of text elements.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>elements (of the text)</b> - the essential components of a story or drama, such as setting, character(s), plot, conflict, and theme; or, the components of a poem, such as figurative language, imagery, rhythm, and tone</p>	<p><b>In reading tasks:</b> Students may complete a cause-and-effect graphic organizer while reading a drama to keep track of how characters' actions affect the plot.</p> <p><b>In speaking/listening tasks:</b> Students could act out the scenes from an excerpt of a play they have read, thinking carefully about how the characters react to each other in each scene and demonstrate their understanding through intonation, gestures, facial expressions, and more. Students could follow their acting with an explanation of how the setting impacted how they portrayed the characters.</p> <p><b>In writing tasks:</b> Students may write an essay on a drama that describes the setting, how it affects the characters, and how it impacts meaning. Students could also write about how the drama's characters and plot would be affected if the setting of the story were altered to a different time and/or place.</p>

**Cornerstone Standard for RL 3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.RL.KID.3</b> - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
7	<b>7.RL.KID.3</b> - Analyze how specific elements of a story or drama interact with and affect each other.
6	<b>6.RL.KID.3</b> - 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.

**Standard 7.RL.CS.4**

**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 texts and repetition of words and phrases.

**Category: Craft and Structure**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the meaning of words and phrases as the author uses them in the text?</li> <li>• Which words or phrases are the most important to contributing meaning to the text?</li> <li>• Why did the author choose these words/phrases for this text?</li> <li>• What impact do these choices make on the passage's meaning and tone?</li> </ul> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students determine the meaning(s) of words and phrases as the author uses them in a text.</li> <li>• Students analyze how specific word choices shape meaning or tone.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing the impact of repetition of words and phrases on meaning and tone</li> </ul> <p>Analyzing authors' word choice strengthens students' ability to communicate as they learn how to make similar decisions in speech and writing.</p>	<p><b>*denotative meaning</b> - literal or explicit meaning as distinct from implied or associated meanings</p> <p><b>figurative meaning</b> - meaning of language enriched by imagery and figures of speech such as simile, metaphor, or personification; non-literal meaning</p> <p><b>connotative meaning</b> - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>tone</b> - expression of a writer's or speaker's attitude toward a subject. <i>Unlike mood, which is intended to shape the audience's emotional response, tone reflects the feelings of a text's author.</i></p> <p><b>allusion</b> - an indirect textual reference to a person, place, thing, or event that exists outside the literary text</p> <p>*This terminology is not explicitly used in the grade-level standard but is implied in the phrase "determine the meaning of words and phrases."</p>	<p><b>In reading tasks:</b> Students may read a poem and identify words and phrases that have an emotional impact on the reader. They may sort those words based on positive or negative emotional impact to help them determine the overall tone of the poem.</p> <p><b>In speaking/listening tasks:</b> Students could work in small groups to discuss how the poem would have been different if certain words had been replaced by words with the same denotations but different connotations.</p> <p><b>In writing tasks:</b> Students may write a couple paragraphs analyzing an allusion the poem makes to another text or to a historical event and explain the allusion's impact on the poem's tone.</p>

<p>It is important to note that this standard is not simply about learning vocabulary; students must move beyond learning the meaning of words to the higher-level skill of determining <i>why</i> authors choose certain words or phrases and <i>how</i> their choices impact meaning and tone.</p> <p>Many literary devices, such as imagery, symbols, metaphors, analogies, and allusions are within the purview of this standard as its focus is, in part, on the intentional use of words and phrases to shape meaning or tone.</p> <p>This standard works in tandem with standard L 4. Standard RL 4 focuses more on how words and phrases <i>function</i> within a text, specifically, how they impact meaning and tone. Standard L 4 focuses more on strategies students can use to help them understand words and phrases in text.</p>		
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<b>Cornerstone Standard for RL 4</b>	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
<b>Vertical Alignment</b>	
<b>Grade Span</b>	<b>Standard</b>
<b>8</b>	<b>8.RL.CS.4</b> - 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, repetition of words and phrases, and analogies.
<b>7</b>	<b>7.RL.CS.4</b> - 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.
<b>6</b>	<b>6.RL.CS.4</b> - 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.



**Standard 7.RL.CS.5**

**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.

**Category: Craft and Structure**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How does the author organize the text elements?</li> <li>• In what ways does the placement of text elements fit into the overall text or plot structure?</li> <li>• How does the structure impact the meaning of the text?</li> </ul> <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning of the text as a whole. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>text form/structure</b> - the sequencing or ordering of the text elements</p> <p><b>theme</b> - an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances." Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme.</p> <p><b>*text elements</b> - the essential components of a story or drama, such as setting, character(s), plot, conflict, and theme; or, the components of a poem, such as figurative language, imagery, rhythm, and tone</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p>	<p><b>In reading tasks:</b> Students may read a poem, annotating what they notice about number of lines, stanzas, and stanza breaks.</p> <p><b>In speaking/listening tasks:</b> Students could participate in a think-pair-share activity after reading a poem and discuss how the structure of the poem (e.g., the importance of each stanza and the poem's shift) shapes the meaning of the poem.</p> <p><b>In writing tasks:</b> Students may use their notes from reading and discussion to compose an essay describing how the structure of the narrative poem contributes to the overall meaning, citing specific lines or stanzas from the poem to support their ideas.</p>

**Cornerstone Standard for RL 5**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.RL.CS.5</b> - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
7	<b>7.RL.CS.5</b> - Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
6	<b>6.RL.CS.5</b> - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**Standard 7.RL.CS.6**

**7.RL.CS.6** - Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

**Category: Craft and Structure**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>From what point of view is the story told? How does this affect the content, style, and meaning of the text?</li> <li>What is the speaker's, narrator's and/or character's perspective? How do the content and style of the text convey this perspective? How does it impact the meaning of the text?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Analyzing how an author <i>contrasts</i> the points of view of <i>different</i> characters or narrators in a text</li> </ul>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>point of view</b> - in literature, the vantage point from which a story is told (i.e., first person, second person, third person, and the variations of those). Point of view is used to convey <i>perspective</i>, a person's attitude toward or outlook on something as determined by their limited vantage point and experience. Standard RL 6 encompasses both point of view and perspective (as conveyed by the point of view).</p> <p><b>narrator</b> - the person or voice conveying a narrative. Some narratives may have multiple narrators.</p>	<p><b><i>In reading tasks:</i></b> Students could read a short story or novel excerpt, determining the point of view from which the story is being told and then highlight portions that best reveal that point of view. In the margins, they might make notes about what those moments (dialogue, thoughts, action) reveal about the narrator's point of view as well as how different characters' points of view are revealed or not revealed.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may be prompted to discuss in small groups how changing the point of view could change the story, considering what more the reader could know if the story were conveyed through a different point of view.</p> <p><b><i>In writing tasks:</i></b> Students could be prompted to write an essay analyzing how an author represents the differing points of view of two or more characters in a text.</p>

**Cornerstone Standard for RL 6**

Assess how point of view or purpose shapes the content and style of a text.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.RL.CS.6</b> - Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.
7	<b>7.RL.CS.6</b> - Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
6	<b>6.RL.CS.6</b> - Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

**Standard 7.RL.IKI.7**

**7.RL.IKI.7** - 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.

**Category: Integration of Knowledge and Ideas**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the content is presented in each medium?</li> <li>• How is the content of each text impacted by the format?</li> <li>• Is the format chosen for each text effective in presenting the topic or theme?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing the effects of techniques unique to the medium</li> </ul> <p>This standard is similar to RL 9 in that it concerns analysis across thematically or topically related texts. Whereas the focus of RL 7 is on the impact of format on content, RL 9 focuses on the varying ways authors can approach content.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>medium/format</b> - the way in which the story, drama, or poem is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p>	<p><b><i>In reading tasks:</i></b> After reading an act or scene in a play, students may watch one or more film versions of the same act or scene and use a note-catcher to compare and contrast written and performed versions of a text, focusing on specific visual or audio techniques that bring the performance alive (e.g., manipulation of volume, facial expressions, lighting) as well as techniques unique to writing (e.g., punctuation, formatting, stage directions).</p> <p><b><i>In speaking/listening tasks:</i></b> Students could discuss the effectiveness of the various techniques they identified in creating meaning or affecting the audience.</p> <p><b><i>In writing tasks:</i></b> Students may work in small groups or pairs to write their own narratives and then describe what production choices they would consider essential in a film version of their narrative.</p>

**Cornerstone Standard for RL 7**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.RL.IKI.7</b> - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.
7	<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.
6	<b>6.RL.IKI.7</b> - Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.

**\*\*Reading Standard 8 is not applicable to literature\*\***

**Standard 7.RL.IKI.9**

**7.RL.IKI.9** - Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.

**Category: Integration of Knowledge and Ideas**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the theme or topic is presented in each text?</li> <li>• How does each author’s approach to addressing the theme or topic uniquely contribute to greater knowledge of that theme or topic?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting <i>a historical account with a fictional portrayal</i></li> </ul> <p>This standard is similar to RL 7 in that it concerns analysis across thematically or topically related texts. Whereas the focus of RL 7 is on the impact of format on content, RL 9 focuses on the varying ways authors can approach content.</p>	<p><b>character</b> - a person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character.</p>	<p><b><i>In reading tasks:</i></b> Students may read a historical fiction text about an important historical event. Students may then “jigsaw read” a selection of topically related historical articles and answer some text-dependent questions on the fictional and historical accounts, considering how each account portrays the content.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may participate in a “fishbowl discussion” to discuss how the informational texts approach the related topic differently than the historical fiction account.</p> <p><b><i>In writing tasks:</i></b> Students may keep journals to summarize and react to each reading and their discussion(s) in preparation for writing an essay on how each text uniquely contributes to a greater knowledge of the related topic.</p>



**Cornerstone Standard for RL 9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.RL.IKI.9</b> - Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.
7	<b>7.RL.IKI.9</b> - Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
6	<b>6.RL.IKI.9</b> - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

**Standard 7.RL.RRTC.10**

**7.RL.RRTC.10** - Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

**Category: Range of Reading and Level of Text Complexity**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This is an overarching standard that involves all the reading standards for this grade level. If students are not applying the other reading standards to sufficiently complex text and to a range of text types, they are not fully meeting grade-level expectations.</p> <p>As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to access sufficiently complex and varied texts.</p>	<p><b>literature</b> - works of fiction in narrative, dramatic, or poetic form</p> <p><b>text complexity band</b> - a range of text sophistication corresponding to a grade span within the standards</p> <p><b>gradual release</b> - removal of scaffolding to move students toward independence</p>	<p>Standard is addressed when reading, speaking &amp; listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.</p>

**Cornerstone Standard for RL 10**

Read and comprehend complex literary and informational texts independently and proficiently.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.RL.RRTC.10</b> - Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.
7	<b>7.RL.RRTC.10</b> - Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
6	<b>6.RL.RRTC.10</b> - Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

## TN ELA Standards Guide Grade 7

### Reading Informational Standards

#### Standard 7.RI.KID.1

**7.RI.KID.1** - Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

#### Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What information is being shared in the text?</li> <li>• What ideas or concepts are represented (explicitly and implicitly) in the text?</li> <li>• Which specific details demonstrate those ideas/concepts?</li> </ul> <p>This standard is the foundation of the reading standards in that it represents basic comprehension of the text.</p> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students analyze a text to determine what it says explicitly and implicitly.</li> <li>• When students speak or write their understanding of the text, they cite textual evidence to support their conclusions.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Citing several pieces of textual evidence to support conclusions</li> </ul>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>inferences</b> - conclusions drawn from evidence and reasoning</p> <p><b>evidence</b> - words, sentences, paragraphs, or sections of a text that are presented as support for the truth or validity of a conclusion or claim</p>	<p><b><i>In reading tasks:</i></b> Students may read an informational text (e.g., a science, history, or news article) and highlight and annotate what explicitly happens or is said in the text, citing several pieces of evidence from the text that support their inferences.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in groups to evaluate different pieces of evidence and identify evidence that would offer the strongest, most effective support to a specific prompt.</p> <p><b><i>In writing tasks:</i></b> Students may write an informational essay that analyzes the development of the central idea and provides textual evidence in support of their conclusions.</p>

<p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing sufficient textual evidence to support conclusions.</p>		
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<p align="center"><b>Cornerstone Standard for RI 1</b></p>	
<p>Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
<p align="center"><b>Vertical Alignment</b></p>	
<p><b>Grade Span</b></p>	<p align="center"><b>Standard</b></p>
<p align="center"><b>8</b></p>	<p><b>8.RI.KID.1</b> - Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</p>
<p align="center"><b>7</b></p>	<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 align="center"><b>6</b></p>	<p><b>6.RI.KID.1</b> - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p>

**Standard 7.RI.KID.2**

**7.RI.KID.2** - Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

**Category: Key Ideas and Details**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is a central idea of the text?</li> <li>• How does this idea develop over the course of the text?</li> <li>• What details contribute most to its development?</li> <li>• What information is important to include in a summary?</li> </ul> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students identify how the central idea is introduced, how it is developed, and how it is supported with key details and features (e.g., word choice, figurative speech, structure, etc.).</li> <li>• When students summarize the text, they must be able to do so objectively.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing the development of the central idea <i>over the course of the text</i></li> </ul> <p>The central idea of a text is not the same as a summary of its contents; it is a unifying message conveyed by the whole of the text.</p>	<p><b>central idea (main idea)</b> - a focused idea or concept specific to a given text; when expressed by students, central/main ideas should be in the form of a complete thought</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>objective summary</b> - a conveying of the main ideas of a text (or part of a text) that remains neutral and unbiased (i.e., does not convey the writer's opinion)</p>	<p><b>In reading tasks:</b> Students could read an informational text (e.g., a science, history, or news article) and use a main idea graphic organizer to identify key details, note briefly why they are important, and then use the chart to articulate the main idea.</p> <p><b>In speaking/listening tasks:</b> Students may work in small groups to discuss their graphic organizers. They could then chart their ideas and do a gallery walk, offering feedback to other groups and coming to a consensus on key points.</p> <p><b>In writing tasks:</b> Students may examine models of effective (and ineffective) summaries, then write an objective summary of an informational text they have read.</p>

**Cornerstone Standard for RI 2**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.RI.KID.2</b> - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
7	<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.
6	<b>6.RI.KID.2</b> - Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

**Standard 7.RI.KID.3**

**7.RI.KID.3** - Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

**Category: Key Ideas and Details**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do the individuals, ideas and events in the text develop and interact with each other?</li> <li>• How do these interactions or relationships impact meaning and serve the author’s purpose?</li> </ul> <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text, such as individuals, events, ideas, etc., interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, there is an important distinction in the way that RI 1 and RI 3 address text elements. Standard RI 1 focuses more on making inferences about text elements, whereas standard RI 3 focuses more on analysis of the interaction and development of text elements.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><b><i>In reading tasks:</i></b> Students may read an informational text and use a graphic organizer to identify and describe interactions among key individuals, events, and ideas.</p> <p><b><i>In speaking/listening tasks:</i></b> In small groups, students may reflect on the information they gathered in their graphic organizers and discuss the cause-and-effect relationships between key individuals, events, and ideas outlined in the text.</p> <p><b><i>In writing tasks:</i></b> Students write an informational essay that explains the relationship between key individuals, events, and ideas related to their research topic.</p>

**Cornerstone Standard for RI 3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.RI.KID.3</b> - Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
7	<b>7.RI.KID.3</b> - Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
6	<b>6.RI.KID.3</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.



**Standard 7.RI.CS.4**

**7.RI.CS.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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

**Category: Craft and Structure**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the meaning of words and phrases as the author uses them in the text?</li> <li>• Which words or phrases are the most important to contributing meaning to the text?</li> <li>• Why did the author choose these words/phrases for this text?</li> <li>• What impact do these choices make on the passage's meaning and tone?</li> </ul> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students will determine the meaning of words and phrases as the author uses them in a text.</li> <li>• Students will analyze how specific word choices shape meaning or tone.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing the impact of <i>allusions and the repetition of words and phrases</i> on meaning and tone.</li> </ul> <p>Analyzing authors' word choice strengthens students' ability to communicate as they learn how to make similar decisions in speech and writing.</p>	<p><b>*denotative meaning</b> - literal or explicit meaning as distinct from implied or associated meanings</p> <p><b>figurative meaning</b> - words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images</p> <p><b>connotative meaning</b> - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word</p> <p><b>technical meaning</b> - relating to a particular subject, art, or science, or its techniques</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>tone</b> - expression of a writer's or speaker's attitude toward a subject</p> <p><b>allusion</b> - an indirect textual reference to a person, place, thing, or event that exists outside the text</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is implied in the phrase "determine the meaning of words and phrases."</b></p>	<p><b>In reading tasks:</b> Students may read an informational text and use a graphic organizer to give a description, explanation, or example of new terms/phrases. Students may then draw a picture, create a symbol, or locate a graphic to represent the new term. If the task is focused on connotative meanings, students may add images that convey emotions or feelings (connotations) as well as definitions (denotations) of the word.</p> <p><b>In speaking/listening tasks:</b> Students may work in small groups to discuss what they have recorded on their graphic organizer. Students could choose alternative terms from a word list and discuss how the changes would impact meaning or tone.</p> <p><b>In writing tasks:</b> Students could write an informative essay that analyzes how the repetition of certain words and phrases creates a certain tone and how this tone affects the reader's perception of the events described.</p>

<p>It is important to note that this standard is not simply about learning vocabulary; students must move beyond learning the meaning of words to the higher-level skill of determining <i>why</i> authors choose certain words or phrases and <i>how</i> their choices impact meaning and tone.</p> <p>Many rhetorical devices such as the use of parallelism, similes, metaphors, analogies, allusions, etc., are within the purview of this standard as its focus is, in part, on the intentional use of words and phrases to shape meaning or tone.</p> <p>This standard works in tandem with standard L 4. Standard RI 4 focuses more on how words and phrases <i>function</i> within a text, specifically, how they impact meaning and tone. Standard L 4 focuses more on strategies students can use to help them understand words and phrases in text.</p>		
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**Cornerstone Standard for RI 4**

Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
<b>Vertical Alignment</b>	
<b>Grade Span</b>	<b>Standard</b>
<b>8</b>	<b>8.RI.CS.4</b> - 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, including analogies and allusions to other texts.
<b>7</b>	<b>7.RI.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
<b>6</b>	<b>6.RI.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Standard 7.RI.CS.5**

**7.RI.CS.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Category: Craft and Structure**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How does the author organize the text elements?</li> <li>• In what ways does the placement of text elements fit into the overall text structure?</li> <li>• How does the structure develop ideas and serve the author's purpose?</li> </ul> <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, students should go beyond identification of the overall structure and focus more on analysis of how the overall structure and its individual components develop ideas and serve the author's purpose.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>structure</b> - the way in which the text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><b><i>In reading tasks:</i></b> Students may read a scientific article and analyze the structure by noting how the text begins, what kind of information follows, and what they think might be the importance of the placement of charts, graphics, or photos--if included.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work with a partner and reflect on the placement of specific sections of the text and discuss how the placement of each section contributes to the text as a whole,</p> <p><b><i>In writing tasks:</i></b> Students may write an essay that explains how the author structured the scientific article and how the component parts of the structure develop the article's ideas.</p>

**Cornerstone Standard for RI 5**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.RI.CS.5</b> - Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.
7	<b>7.RI.CS.5</b> - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6	<b>6.RI.CS.5</b> - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Standard 7.RI.CS.6**

**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.

**Category: Craft and Structure**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>From what point of view is the text written? How does this affect the content, style, and meaning of the text?</li> <li>What is the author’s purpose in the text? How does the content and style of the text convey this purpose?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Analyzing how an author distinguishes the author’s position from that of others.</li> </ul> <p>Questions/tasks that address point of view apply to texts wherein the author has a clear and discernible perspective regarding the topic. If the purpose of an informational text is largely to inform, questions/tasks addressing this standard focus more appropriately on purpose.</p>	<p><b>point of view</b> - in informational text, point of view is synonymous with “perspective,” the author’s attitude toward or outlook on the subject matter</p> <p><b>purpose</b> - the reason (explicit or implicit) for writing a text</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p>	<p><b><i>In reading tasks:</i></b> Students may read a speech and identify words, phrases, sentences, and passages in the text that reveal the author’s point of view and/or distinguish that point of view from that of others.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may participate in a discussion strategy to present the author’s perspective and purpose. One student may assume the role of the author by sitting in front of the class and responding to peer questions related to the author’s purpose.</p> <p><b><i>In writing tasks:</i></b> Students could write the author’s response to misunderstandings or objections raised in the class discussion activity.</p>

**Cornerstone Standard for RI 6**

Assess how point of view or purpose shapes the content and style of a text.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.RI.CS.6</b> - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
7	<b>7.RI.CS.6</b> - 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.
6	<b>6.RI.CS.6</b> - Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.

**Standard 7.RI.IKI.7**

**7.RI.IKI.7** - Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium’s portrayal of the subject.

**Category: Integration of Knowledge and Ideas**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the content is presented in each medium?</li> <li>• How is the content of each text impacted by the format?</li> <li>• Is the format chosen for each text effective in presenting the content?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting a written text with the audio, video, or multimedia version</li> </ul> <p>This standard is similar to RI 7 in that it concerns analysis across topically related texts. Whereas the focus of RI 7 is on the impact of format on content, RI 9 focuses on the varying ways authors can approach content.</p>	<p><b>*diverse formats/media</b> - the variety of ways in which the story, drama, or poem is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><b><i>In reading tasks:</i></b> Students may compare and contrast the printed version of a nonfiction text to the video documentary version of the same subject. Students may analyze how the author of the non-fiction text used descriptive language to illustrate the events and compare those descriptive elements to the images portrayed in the video documentary.</p> <p><b><i>In speaking/listening tasks:</i></b> After reading a news article on a topic, students may watch or listen to the audio or video news recording on the same topic. After listening or watching multiple times to digest and comprehend, they could discuss the similarities and differences between each version.</p> <p><b><i>In writing tasks:</i></b> After analyzing the similarities and differences of each version of the subject, students may write an essay that analyzes the impact of the presentation or format on the audience’s perception of the subject or topic.</p>

**Cornerstone Standard for RI 7**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.RI.IKI.7</b> - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
7	<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.
6	<b>6.RI.IKI.7</b> - Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.



**Standard 7.RI.IKI.8**

**7.RI.IKI.8** - Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.

**Category: Integration of Knowledge and Ideas**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What thesis or argument is presented in the text?</li> <li>• What claims, reasons, and evidence does the author use to develop the argument?</li> <li>• How effective is the author in presenting claims and supporting them with sound reasoning and sufficient, credible evidence?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Assessing whether the evidence used is <i>relevant</i> and <i>sufficient</i> to support the claims</li> </ul> <p>Although the term “claims” is often used broadly to reference any statements of truth by an author, it should be interpreted in this standard to apply only to statements of truth <i>in an argumentative text</i>.</p> <p>This standard should be considered in light of standard RI 6: what is the author’s purpose? If the author’s intent is merely to inform, this standard does not apply to that text. If the author’s intent is to make an argument, this standard does apply.</p>	<p><b>evaluate</b> - determine the significance, worth, or quality of something</p> <p><b>argument</b> - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p>	<p><b><i>In reading tasks:</i></b> Students may read an argumentative text and use different colors to highlight the claims, evidence, and reasoning. Students may take notes in the margin regarding the strength of each.</p> <p><b><i>In speaking/listening tasks:</i></b> Students working in small groups may be assigned a different argumentative text for each group. Students may discuss the claims, evidence, and reasoning in the text as well as whether the author was effective in persuading the audience.</p> <p><b><i>In writing tasks:</i></b> Students may write an evaluation of the argument they have read and discussed. This would include assessing whether the author selected enough relevant evidence to support the claims being made.</p>

**Cornerstone Standard for RI 8**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.RI.IKI.8</b> - Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.
7	<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.
6	<b>6.RI.IKI.8</b> - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Standard 7.RI.IKI.9**

**7.RI.IKI.9** - 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.

**Category: Integration of Knowledge and Ideas**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the topic is presented in each text?</li> <li>• How does each author's approach to addressing the topic uniquely contribute to greater knowledge of that theme or topic?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing how multiple authors shape their presentations by <i>emphasizing different evidence</i> or <i>advancing an alternate explanation</i> of events.</li> </ul> <p>This standard is similar to RI 9 in that it concerns analysis across topically related texts. Whereas the focus of RI 7 is on the impact of format on content, RI 9 focuses on the varying ways authors can approach content.</p> <p>In grades K-5 of the RI standards strand, the primary emphasis of standard RI 9 is on <i>synthesis of information</i> across topically related texts in order to build knowledge; in grades 6-12, the focus of the standard shifts primarily toward <i>comparing the approaches</i> of two or more authors in topically related texts. When comparing approaches, students should always identify <i>how</i> each author's approach contributes to greater knowledge of the topic.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>evidence</b> - empirical data or other sources of support for a claim</p>	<p><b><i>In reading tasks:</i></b> Students may read two texts describing the same event and analyze where and how the authors' accounts of the event differ.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may be placed in small groups and discuss the way information was presented differently in each text and the potential reasons why each author chose that approach. Students could evaluate each text and determine which is most effective in its presentation.</p> <p><b><i>In writing tasks:</i></b> Students could write an argumentative essay that evaluates the approach from each author by determining the degree to which it met each author's purpose and reached its audience.</p>

**Cornerstone Standard for RI 9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.RI.IKI.9</b> - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
7	<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.
6	<b>6.RI.IKI.9</b> - Compare and contrast two or more authors' presentation of the same topic or event.

**Standards 7.RI.RRTC.10**

**7.RI.RRTC.10** - Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

**Category: Range of Reading and Level of Text Complexity**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This is an overarching standard that involves all the reading standards for this grade level. If students are not applying the other reading standards to sufficiently complex text and to a range of text types, they are not fully meeting grade-level expectations.</p> <p>As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to access sufficiently complex and varied texts.</p>	<p><b>literary nonfiction</b> - a genre of literature in which literary techniques are employed in the development of nonfiction texts such as the personal essay, personal memoir, and works of creative nonfiction.</p> <p><b>text complexity band</b> - a range of text sophistication corresponding to a grade span within the standards</p> <p><b>gradual release</b> - removal of scaffolding to move students toward independence</p>	<p>Standard is addressed when reading, speaking &amp; listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.</p>

**Cornerstone Standard for RI 10**

Read and comprehend complex literary and informational texts independently and proficiently.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.RI.RRTC.10</b> - Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
7	<b>7.RI.RRTC.10</b> - Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
6	<b>6.RI.RRTC.10</b> - Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

## TN ELA Standards Guide Grade 7

### Writing Standards

#### Standard 7.W.TTP.1

**7.W.TTP.1** - Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s).
- b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).
- c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
- d. Use credible sources and demonstrate an understanding of the topic or source material.
- e. Craft an effective and relevant conclusion that supports the argument presented.
- f. Use precise language and content-specific vocabulary.
- g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- h. Use varied sentence structure to enhance meaning and reader interest.
- i. Establish and maintain a formal style.

#### Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Write arguments that are text-based, logical, well organized, and fully developed.</li> </ul> <p>It is important to note the distinction between argumentative and informative (W 2) writing: arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior, whereas explanations start with the assumption of truthfulness and answer questions about why or how. Arguments are used for persuasion whereas explanations are used for clarification.</p> <p>There are several purposes for argumentative writing:</p> <ul style="list-style-type: none"> <li>• To change the reader’s point of view</li> <li>• To call a reader to action</li> </ul>	<p><b>argument</b> - reasoning that intends to convince by establishing truth.</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>reasons/reasoning</b> - statements of support for claims</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>alternate claims</b> - claims that are different from (but may not necessarily oppose) the claim(s) being proposed in an argument</p> <p><b>opposing claims (aka counterclaims)</b> - claims that rebut the claim(s) being proposed in an argument</p>	<p><b><i>In reading tasks:</i></b> Students may read an argumentative text and use a graphic organizer to trace the elements of the argument, including the claim of the argument, two reasons, and two pieces of evidence to support each reason.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work as a class to discuss elements for an argument centered around the text they read and for which they completed the graphic organizer. They could supply answers to fill in the claim, reasons, and evidence, coming to a consensus with the teacher’s guidance.</p> <p><b><i>In writing tasks:</i></b> Students may write an essay evaluating the effectiveness of the author’s argument in the text read in class. Students may be prompted to use varied sentence structure and effective transition words in their essay.</p>

<ul style="list-style-type: none"> <li>To convince the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem</li> </ul> <p>The sub-standards (a - i) are not intended to constrain argumentative writing to a formula but rather to denote essential elements of effective argumentative writing for this grade level.</p>	<p><b>*rebuttal</b> - a refutation of counterclaims using reasoning and evidence</p> <p><b>content-specific vocabulary</b> - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 or domain-specific vocabulary</p> <p><b>style</b> - the writer’s unique way of communicating ideas - not only what is said but also how it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, and dialogue.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in understanding the components of argumentation.</b></p>	
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**Cornerstone Standard for W 1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Vertical Alignment**

Grade Span	Standard
8	<p><b>8.W.TTP.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s).</li> <li>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).</li> <li>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>d. Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>e. Craft an effective and relevant conclusion that supports the argument presented.</li> <li>f. Use precise language and content-specific vocabulary.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use varied sentence structure to enhance meaning and reader interest.</li> <li>i. Establish and maintain a formal style.</li> </ol>
7	<p><b>7.W.TTP.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s).</li> <li>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</li> <li>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>d. Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>e. Craft an effective and relevant conclusion that supports the argument presented.</li> <li>f. Use precise language and content-specific vocabulary.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use varied sentence structure to enhance meaning and reader interest.</li> <li>i. Establish and maintain a formal style.</li> </ol>
6	<p><b>6.W.TTP.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s).</li> <li>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</li> <li>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>d. Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>e. Craft an effective and relevant conclusion that supports the argument presented.</li> <li>f. Use precise language and content-specific vocabulary.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use varied sentence structure to enhance meaning and reader interest.</li> <li>i. Establish and maintain a formal style.</li> </ol>



**Standard 7.W.TTP.2**

**7.W.TTP.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
- b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
- e. Craft an effective and relevant 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.

**Category: Text Types and Protocol**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts that examine texts and convey complex ideas clearly and accurately</li> </ul> <p>It is important to note the distinction between informative and argumentative (W 1) writing: arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior, whereas explanations start with the assumption of truthfulness and answer questions about why or how. Arguments are used for persuasion whereas explanations are used for clarification.</p>	<p><b>analysis</b> - the critical examination of the components of something to understand its meaning and/or nature as a whole</p> <p><b>cohesion</b> - the quality of being united logically</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>multimedia</b> - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p> <p><b>transitions</b> - words and phrases that are used to indicate a shift from one topic, idea, etc., to another; also refers to words and phrases that are used to connect one part of a text (sentence, paragraph, section, etc.) to another and that highlight the relationship and/or connection between them</p>	<p><b>In reading tasks:</b> Students may read a published news article and annotate key ideas, concepts, and information. Students may give particular attention to how the organization of the ideas and information helps the reader to understand the content more clearly.</p> <p><b>In speaking/listening tasks:</b> Students may work in groups to craft a presentation to the class of the information in the article they are assigned. Each group could read a different article that is topically related. Presentations may focus on using precise language and clear organization to present the ideas.</p> <p><b>In writing tasks:</b> After hearing the group presentations, each student could write an informational essay that synthesizes the information from each presentation. Essays may focus on using precise language, clear organization, and using appropriate transitions to connect ideas.</p>

<p>There are several purposes for informative/explanatory writing:</p> <ul style="list-style-type: none"> <li>• To increase the reader’s knowledge of a subject/topic</li> <li>• To help readers understand a procedure or process</li> <li>• To provide readers with an enhanced comprehension of a concept</li> </ul> <p>The sub-standards (a - j) are not intended to constrain informative writing to a formula but rather to denote the essential elements of effective informative writing for this grade level.</p>	<p><b>domain-specific vocabulary</b> - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 or domain-specific vocabulary</p> <p><b>style</b> - the writer’s unique way of communicating ideas - not only what is said but also how it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, and dialogue.</p>	
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**Cornerstone Standard for W 2**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>8</b>	<p><b>8.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> <ol style="list-style-type: none"> <li>Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</li> <li>Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</li> <li>Craft an effective and relevant conclusion.</li> <li>Include formatting, graphics, and multimedia when appropriate.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary.</li> <li>Use varied sentence structure to enhance meaning and reader interest.</li> <li>Establish and maintain a formal style.</li> </ol>

<p style="text-align: center;"><b>7</b></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> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</li> <li>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</li> <li>e. Craft an effective and relevant conclusion.</li> <li>f. Include formatting, graphics, and multimedia when appropriate.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use precise language and domain-specific vocabulary.</li> <li>i. Use varied sentence structure to enhance meaning and reader interest.</li> <li>j. Establish and maintain a formal style.</li> </ol>
<p style="text-align: center;"><b>6</b></p>	<p><b>6.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> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</li> <li>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</li> <li>e. Craft an effective and relevant conclusion.</li> <li>f. Include formatting, graphics, and multimedia when appropriate.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use precise language and domain-specific vocabulary.</li> <li>i. Use varied sentence structure to enhance meaning and reader interest.</li> <li>j. Establish and maintain a formal style.</li> </ol>

**Standard 7.W.TTP.3**

**7.W.TTP.3** - Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
- b. Organize an event sequence that unfolds naturally and logically.
- c. Create a smooth progression of experiences or events.
- d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
- e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
- f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
- g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**Category: Text Types and Protocol**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Write well-crafted and engaging narratives to convey real or imagined experiences.</li> </ul> <p>Narrative writing can be used for many purposes, such as to inform, instruct, persuade, or entertain.</p> <p>The sub-components (a - g) are not intended to constrain narrative writing to a formula but rather to denote the essential elements of effective narrative writing for this grade level.</p>	<p><b>narratives</b> - writing that conveys experience, either real or imaginary, and uses time as its core structure</p> <p><b>fiction</b> - imagined texts, typically applied to written works of prose such as novels and short stories. Fiction may draw on actual events or real people, but it is primarily derived from the author’s imagination.</p> <p><b>literary (or narrative) nonfiction</b> - fact-based texts that employ literary techniques typically associated with fiction or poetry. Examples include certain types of personal essays, memoirs, autobiographies, and works of creative nonfiction.</p> <p><b>point of view</b> - in narrative, POV is the vantage point from which a story is told (viz., first-person, second-person, third-person, and the variations of those). This is a technical choice that may or may not reflect the author’s perspective (their attitude toward or outlook on the story and its meaning).</p> <p><b>characters</b> - person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character.</p>	<p><b>In reading tasks:</b> Students may read a tragic or humorous memoir and annotate places where the author includes anecdote, reflection, and insight on the experience.</p> <p><b>In speaking/listening tasks:</b> Students could discuss as a class what they noticed about the text in terms of its elements (i.e., anecdote, reflection, and insight) and where these elements are located within the text. Students could discuss how memoirs begin with an anecdote and a reflection of the author’s thought and continue with the anecdote and reflections embedded throughout. They should see that the conclusion of a memoir is a reflection with new insight that the author has about their life.</p> <p><b>In writing tasks:</b> Students may apply what they have learned about memoir to another memoir, logging in a response to what they notice about the inclusion of anecdote, reflection, and insight. Ultimately, they might be prompted to write their own short memoir accounting an experience from their lives.</p>

**Cornerstone Standard for W 3**

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**Vertical Alignment**

Grade Span	Standard
8	<p><b>8.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>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</li> <li>Organize an event sequence that unfolds naturally and logically.</li> <li>Create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</li> <li>Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ol>
7	<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>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</li> <li>Organize an event sequence that unfolds naturally and logically.</li> <li>Create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</li> <li>Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ol>
6	<p><b>6.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>Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.</li> <li>Organize an event sequence that unfolds naturally and logically.</li> <li>Create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</li> <li>Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ol>

**Standard 7.W.PDW.4**

**7.W.PDW.4** - 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.)

**Category: Production and Distribution of Writing**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This standard provides a framework for understanding the writing types as defined in Writing standards 1-3. Specifically, students should choose an organization, style, and level of development that are appropriate to the writing context, as defined by the situation, task, purpose, and audience.</p>	<p><b>style</b> - author’s or speaker’s way of communicating ideas - not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.</p>	<p><b><i>In reading tasks:</i></b> Students could examine a range of texts—a news article, photographs, a timeline, and a drama excerpt from an historical event that sparked debate. As they read the news article, they might answer some text-based questions regarding purpose, argument, potential audience, and organization of the text.</p> <p><b><i>In speaking/listening tasks:</i></b> Students might participate in a discussion (e.g., Socratic Seminar or jigsaw) where they are prompted by the teacher with text-dependent questions, responding and defending their answers with applicable, compelling evidence from the text. For this standard, they might discuss the purpose, audience, tone, and style of the news article they read for the unit.</p> <p><b><i>In writing tasks:</i></b> Students could compose their own piece of writing with a specific purpose and audience, accompanied by a corresponding tone and style. Students might also be asked to reflect on these elements by writing a short response to explain them in their writing.</p>

**Cornerstone Standard for W 4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.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.)
7	<b>7.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.)
6	<b>6.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.)

**Standard 7.W.PDW.5**

**7.W.PDW.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)

**Category: Production and Distribution of Writing**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This standard focuses on the recursive approach to writing wherein writing is viewed as an ongoing process of refinement. Students work through each writing stage and revisit stages as needed to improve their writing.</p> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• In each writing stage, focus on how well purpose and audience are addressed.</li> </ul> <p>This standard emphasizes the importance of working with peers and adults as they work through each stage of the process.</p> <p>Guidance and support from teachers should include the following:</p> <ul style="list-style-type: none"> <li>• Modeling of each writing stage</li> <li>• Exemplar texts demonstrating effective writing</li> <li>• Feedback on each writing stage</li> <li>• Revisiting explicit instruction (modeling) when students struggle</li> </ul>	<p><b>revising</b> - reworking a text in light of task, purpose, and audience considerations; compared to editing, revising is a larger-scale activity often associated with the overall substance and structure of a text.</p> <p><b>editing</b> - the process of improving clarity, organization, conciseness, and appropriateness of expression relative to task, purpose, and audience; often involves replacing or deleting words, phrases, and sentences that are awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar.</p> <p><b>rewriting</b> - the process of largely or wholly replacing a previous effort with a new effort that is better aligned to task, purpose, and audience. Compared to revising, rewriting is a larger-scale activity more akin to replacement than to enhancement.</p>	<p><b>In reading tasks:</b> Students may read a couple of drafts of a mentor text and annotate what changes the author made in the second draft and the reasons why the changes may have been made.</p> <p><b>In speaking/listening tasks:</b> Students could work in pairs and read their partner’s first draft of an essay, offering feedback on writing elements such as organization, development, transitions, language choice, etc.</p> <p><b>In writing tasks:</b> In response to the feedback provided by their partner, students could write a new draft of their previous essay and make revisions and edits. At this point, students must make decisions about the feedback and determine what changes should or should not be made.</p>



**Cornerstone Standard for W 5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.W.PDW.5</b> - 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 Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)
7	<b>7.W.PDW.5</b> - 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 Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)
6	<b>6.W.PDW.5</b> - 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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)

**Standard 7.W.PDW.6**

**7.W.PDW.6** - Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

**Category: Production and Distribution of Writing**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This standard focuses on the use of technology to produce and present writing. This should be both an individual and a collaborative process, allowing for students to interact with each other's writing.</p> <p>There is one part of this standard that appears for the first time at this grade level. Students should use technology to:</p> <ul style="list-style-type: none"> <li>• Link to and cite sources</li> </ul> <p>This standard is closely related to reading standard 7. In RL/RI 7, students are determining how a text's content is impacted by the format in which it is presented. In W 7, students are considering how to produce and/or present a writing product that is uniquely impacted by the digital format chosen.</p> <p>The interaction of technology and writing expands some of our traditional understandings of what "writing" means as content can be presented through combinations of sounds, visuals, written words, etc. This standard provides opportunities for students to present what they have written in interactive and engaging ways, as appropriate to the task, purpose, and audience.</p>	<p><b>technology</b> - digital tools through which students can dynamically create, share, and collaborate, including websites, audio/video recording and editing software, cloud-based applications, smart phone applications, etc.</p> <p><b>publish</b> - to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) to a broad audience either formally (as in a school's literary magazine, a website, etc.) or informally (as on a class discussion board or online forum)</p>	<p><b><i>In reading tasks:</i></b> Students may compare and contrast a digitally produced and published informational text with its written version. Students may focus on how the multimedia version is uniquely impacted by the digital format chosen.</p> <p><b><i>In speaking/listening tasks:</i></b> Using a smart phone application, students may collaborate with a partner to create a rough draft of an informative essay that synthesizes information from several texts read in class. Students may practice using digital links to accurately cite sources. Student pairs may then swap drafts with another student pair and offer feedback.</p> <p><b><i>In writing tasks:</i></b> Using the feedback from another student pair, each student pair will use digital tools to revise their original draft and prepare it for publishing online. Students may focus on accurately linking to and citing sources in their published version.</p>

**Cornerstone Standard for W 6**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.W.PDW.6</b> - Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
7	<b>7.W.PDW.6</b> - Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
6	<b>6.W.PDW.6</b> - 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.

**Standard 7.W.RBPK.7**

**7.W.RBPK.7** - Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

**Category: Research to Build and Present Knowledge**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Conduct research for the purpose of building knowledge and/or solving a problem.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>When conducting research to answer a question, <i>generate additional related, focused questions</i> for further investigation.</li> </ul>	<p><b>research</b> - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p>	<p><b><i>In reading tasks:</i></b> Students may begin a research project by searching for and selecting multiple sources that pertain to an inquiry. Students may scan the contents of each text and then read and annotate relevant portions of each text.</p> <p><b><i>In speaking/listening tasks:</i></b> Once students have conducted the initial research, students may work with a partner to offer feedback on each other’s initial steps of the research project. Students may focus, in particular, on identifying additional related areas of research that may strengthen the investigation.</p> <p><b><i>In writing tasks:</i></b> Students could continue to work with a partner to generate additional related, focused questions that will guide them as they refine and strengthen their research inquiry.</p>

**Cornerstone Standard for W 7**

Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.W.RBPK.7</b> - Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.
7	<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.
6	<b>6.W.RBPK.7</b> - Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.

**Standard 7.W.RBP.8**

**7.W.RBP.8** - 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.

**Category: Research to Build and Present Knowledge**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>When conducting and publishing research, integrate relevant and credible information from multiple sources while avoiding plagiarism.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Follow a standard format for citation.</li> </ul> <p>Students should use MLA, APA, or other widely respected style manuals to cite information, as appropriate for the discipline being addressed.</p> <p>Standard W 8 is a parallel standard to SL 2. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p>No terms need defining for this standard.</p>	<p><b><i>In reading tasks:</i></b> Students may examine examples of source material with paraphrases, some plagiarized and others appropriately transformed. In cases of plagiarism, students could note whether each one included repeated text without giving the author credit, a well-written paraphrase without giving the author credit, use of the author’s argument or claim without giving the author credit, or copying and pasting from the Internet without giving the author credit.</p> <p><b><i>In speaking/listening tasks:</i></b> Students could discuss what constitutes plagiarism from the examples they read—or what makes for effective paraphrasing—and then work in pairs or groups to correct some of the examples of plagiarism.</p> <p><b><i>In writing tasks:</i></b> Students could complete a short research project and practice using a standard format for citing sources.</p>

**Cornerstone Standard for W 8**

Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.W.RBPK.8</b> - Use search terms effectively; 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.
7	<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.
6	<b>6.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 providing basic bibliographic information for sources.

**Standard 7.W.RBP.9**

**7.W.RBP.9** - 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.

**Category: Research to Build and Present Knowledge**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>When conducting and publishing research, use relevant, credible evidence from source material.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>When analyzing sources, <i>assess whether the evidence is relevant and sufficient to support the claims.</i></li> </ul> <p>Standard W 9 works closely with standards RL/RI 1, RI 8, and SL 3. When students strengthen their ability to analyze the use of evidence in arguments, they also strengthen their ability to identify and use relevant, credible evidence in their own writing.</p>	<p><b>research</b> - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can reasonably disagree</p>	<p><b><i>In reading tasks:</i></b> Students may read a literary or informational text and use a graphic organizer to identify evidence to support a claim. Students may determine whether the evidence is relevant and sufficient to support the claim.</p> <p><b><i>In speaking/listening tasks:</i></b> Students could discuss their findings with a partner and make adjustments based on feedback. They could then justify their reasoning in a whole-class discussion.</p> <p><b><i>In writing tasks:</i></b> After making final determinations regarding the sufficiency and relevance of the evidence used to support the claim, students may write an argumentative essay that properly integrates that evidence.</p>

**Cornerstone Standard for W 9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Vertical Alignment**

Grade Span	Standard
8	<b>8.W.RBPK.9</b> - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.
7	<b>7.W.RBPK.9</b> - 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.
6	<b>6.W.RBPK.9</b> - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.



**Standards 7.W.RW.10**

**7.W.RW.10** - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Category: Range of Writing**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
This standard is an overarching standard that encompasses all of the writing standards for this grade level. Students should be writing every day and have opportunities to write for a range of tasks, purposes, and audiences.	No terms need defining for this standard.	This standard is addressed when students are routinely writing in response to tasks designed to build knowledge from texts.

**Cornerstone Standard for W 10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
8	<b>8.W.RW.10</b> - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
7	<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.
6	<b>6.W.RW.10</b> - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.