

International Society for Technology in Education Standards				Grade Level Technology Targets
<ol style="list-style-type: none"> 1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information. 4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 6. Technology Operations and Concepts: Students demonstrate and sound understanding of technology concepts, systems and operations. 				<ul style="list-style-type: none"> • Integrate a variety of file types to create and illustrate a document or presentation. (6, • Independently develop and apply strategies for identifying and solving routine hardware and software problems. (6)
Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 1: Oral Expression and Listening				
Evidence Outcomes	<p>Evidence Outcomes</p> <p>1.a. 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. (CCSS: SL.7.4)</p> <p>1.b Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)</p> <p>2.b. Analyze the main ideas and supporting details presented in diverse</p>	Evidence Outcomes	<p>Evidence Outcomes</p> <p>1.c Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)</p> <p>1.d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content</p> <p>1.e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.)</p>	<p>Evidence Outcomes</p> <p>1. Formal presentations require preparation and effective delivery.</p> <p>2. Small and large group discussions rely on active listening and the effective contributions of all participants</p>

	<p>media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)</p> <p>2.c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)</p>		<p>2.a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)</p> <ul style="list-style-type: none"> i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a) ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b) iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c) iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d) 	
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Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 2: Reading For All Purposes				

<p>Evidence Outcomes</p> <p>1.a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> i. Recognize the influence of setting on other narrative elements <p>1.b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4) <p>1.c. Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7) ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9) <p>3.a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. (CCSS: L.7.4)</p>	<p>Evidence Outcomes</p> <p>1.a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1) <ul style="list-style-type: none"> i. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2) ii. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CCSS: RL.7.3) <p>1.b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> ii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6) <p>2.a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1) ii. Determine two or more central ideas in a text and analyze their 	<p>Evidence Outcomes</p> <p>1.b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> i. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5) <p>2.b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> i. 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. (CCSS: RI.7.4) ii. 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. (CCSS: RI.7.5) iii. Interpret a variety of graphical representations and connect them to information in the text <p>2.c. Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7) <p>3.a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. (CCSS: L.7.4)</p> <ul style="list-style-type: none"> iii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). (CCSS: 	<p>Evidence Outcomes</p> <p>1.d. Use Range of Reading and Complexity of Text to:</p> <ul style="list-style-type: none"> i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10) <p>3.a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. (CCSS: L.7.4)</p> <ul style="list-style-type: none"> vi. Differentiate between primary and secondary meanings of words <p>3.b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5)</p> <ul style="list-style-type: none"> ii. Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways 	<ul style="list-style-type: none"> 1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts 2. Informational and persuasive texts are summarized and evaluated 3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts
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<p>i. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)</p> <p>ii. Use the tone of a passage to determine an approximate meaning of a word</p>	<p>development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)</p> <p>iii. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)</p> <p>2.b. Use Craft and Structure to:</p> <p>iv. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)</p> <p>2.c. Use Integration of Knowledge and Ideas to:</p> <p>ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)</p> <p>iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)</p> <p>3.b. Demonstrate understanding of</p>	<p>L.7.4b)</p> <p>iv. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)</p> <p>v. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)</p> <p>3.b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5.)</p> <p>i. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)</p> <p>iii. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)</p> <p>3.c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)</p>		
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	<p>figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5.)</p> <p>iv. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). (CCCS: L.7.5c)</p>			
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<p>Quarter 1</p>	<p>Quarter 2</p>	<p>Quarter 3</p>	<p>Quarter 4</p>	<p>End of Year Grade Level Expectations</p>
<p>Standard 3: Writing and Composition</p>				

<p>Evidence Outcomes</p> <p>1.a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)</p> <ul style="list-style-type: none"> i. Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers) iii. Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop and organize texts iv. Establish a central idea, define a clear focus for each section of the text (paragraphs, verses), and use transitional words and phrases to link ideas and sections v. Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose vi. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a) vii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or 	<p>Evidence Outcomes</p> <p>2.a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1)</p> <ul style="list-style-type: none"> i. Develop texts that explain a process; define a problem and offer a solution; or support an opinion ii. Generate support from a variety of primary or secondary sources, such as interviews, electronic resources, periodicals, and literary texts iii. Reach an authentic audience with a piece of informational or persuasive writing iv. Explain and imitate emotional appeals used by writers who are trying to persuade an audience v. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a) vi. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b) vii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c) viii. Establish and maintain a formal style. (CCSS: W.7.1d) ix. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: 	<p>Evidence Outcomes</p> <p>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. (CCSS: W.7.2)</p> <ul style="list-style-type: none"> i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a) ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b) iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d) v. Establish and maintain a formal style. (CCSS: W.7.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: 	<p>Evidence Outcomes</p> <p>1.a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)</p> <ul style="list-style-type: none"> ii. Write using poetic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) typical of the chosen genre <p>1.b. Revise writing to strengthen the clarity and vividness of voice, tone, and ideas</p>	<ol style="list-style-type: none"> 1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features. 2. Organization is used when composing informational and persuasive texts 3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work
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<p>viii. characters. (CCSS: W.7.3b) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)</p> <p>ix. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d)</p> <p>x. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)</p> <p>3.a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2)</p> <p>i. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). (CCSS: L.7.2a)</p> <p>ii. Spell correctly. (CCSS: L.7.2b)</p> <p>3.b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)</p> <p>3.c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)</p>	<p>W.7.1e)</p>	<p>W.7.2f)</p> <p>3.b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)</p> <p>i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a)</p> <p>ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)</p> <p>iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)</p>		
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Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 4: Research and Reasoning				
Evidence Outcomes	<p>Evidence Outcomes</p> <p>1.b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)</p> <p>ii. Evaluate accuracy and usefulness of information, and the credibility of the sources used</p> <p>iii. Collect, interpret, and analyze relevant information; identify direct quotes for use in</p>	<p>Evidence Outcomes</p> <p>1.a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)</p> <p>i. Identify a topic for research, developing the central idea or focus</p> <p>ii. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials</p> <p>1.b. Gather relevant information from multiple</p>	Evidence Outcomes	<ol style="list-style-type: none"> 1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources. 2. Logical information requires documented sources.

	<p>the report and information to summarize or paraphrase that will support the thesis or research question</p> <p>1.c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)</p> <p>i. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (CCSS: W.7.9a)</p> <p>ii. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). (CCSS: W.7.9b)</p>	<p>print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)</p> <p>iv. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information</p> <p>v. Evaluate accuracy and usefulness of information, and the credibility of the sources used</p> <p>2.a. Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure</p> <p>2.b. Write reports based on research that includes quotations, footnotes, or endnotes, and use standard bibliographic format to document sources or a works cited page</p> <p>2.c. Prepare presentation of research findings (written, oral, or a visual product) for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics</p>		
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