




DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE - Alignment Chart

GRADE 7 Common Core State Standards Initiative – English Language Arts <input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3																
		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
College and Career Readiness Anchor Standards for Reading																
Key Ideas and Details																
<input type="checkbox"/>	A.R.1	Read closely to determine what the 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.	•	•	•	•	•	•				•			•	•
<input type="checkbox"/>	A.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				•		•								•
<input type="checkbox"/>	A.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				•		•								•
Craft and Structure																
<input type="checkbox"/>	A.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		•	•							•	•	•		
<input type="checkbox"/>	A.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.														
<input type="checkbox"/>	A.R.6	Assess how point of view or purpose shapes the content and style of a text.														
Integration of Knowledge and Ideas																
<input type="checkbox"/>	A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	•			•	•	•	•			•	•	•	•	•
<input type="checkbox"/>	A.R.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.				•	•	•			•					•
<input type="checkbox"/>	A.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.														
Range and Level of Text Complexity																
<input type="checkbox"/>	A.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	•	•	•	•	•	•	•			•	•	•	•	•

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Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
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Reading Standards for Literature

Key Ideas and Details

<input type="checkbox"/>	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.													
<input type="checkbox"/>	RL.7.2	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.													
<input type="checkbox"/>	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).													

Craft and Structure

<input type="checkbox"/>	RL.7.4	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.													
<input type="checkbox"/>	RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.													
<input type="checkbox"/>	RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.													

Integration of Knowledge and Ideas

<input type="checkbox"/>	RL.7.7	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).													
	RL.7.8	(Not applicable to literature)													
<input type="checkbox"/>	RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.													

Range and Level of Text Complexity

<input type="checkbox"/>	RL.7.10	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.													
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Reading Standards for Informational Text

Key Ideas and Details

<input type="checkbox"/>	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			.	.									
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<input type="checkbox"/>	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		
<input type="checkbox"/>	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			.			.		.			.			.
Craft and Structure																
<input type="checkbox"/>	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		.	.							.	.	.
<input type="checkbox"/>	RI.7.5	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.														
<input type="checkbox"/>	RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.														
Integration of Knowledge and Ideas																
<input type="checkbox"/>	RI.7.7	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).			.									.		
<input type="checkbox"/>	RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			.			.		.	.		.			.
<input type="checkbox"/>	RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.														
Range and Level of Text Complexity																
<input type="checkbox"/>	RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
College and Career Readiness Anchor Standards for Writing																
Text Types and Purposes																
<input type="checkbox"/>	A.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.														
<input type="checkbox"/>	A.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.				.	.	.				.
<input type="checkbox"/>	A.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.										.				

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Production and Distribution of Writing																
<input type="checkbox"/>	A.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
<input type="checkbox"/>	A.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.														
<input type="checkbox"/>	A.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	.			.	.									.
Research to Build Knowledge																
<input type="checkbox"/>	A.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		.	.									.		
<input type="checkbox"/>	A.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.														
<input type="checkbox"/>	A.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
Range of Writing																
<input type="checkbox"/>	A.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.	.	.	.	.	.				.	.	.	.
Writing Standards																
Text Types and Purposes																
<input type="checkbox"/>	W.7.1	Write arguments to support claims with clear reasons and relevant evidence.														
<input type="checkbox"/>	W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.														
<input type="checkbox"/>	W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.														
<input type="checkbox"/>	W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.														
<input type="checkbox"/>	W.7.1d	Establish and maintain a formal style.														
<input type="checkbox"/>	W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.														
<input type="checkbox"/>	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.										.				

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<input type="checkbox"/>	W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.														
<input type="checkbox"/>	W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.														
<input type="checkbox"/>	W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.														
<input type="checkbox"/>	W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.														
<input type="checkbox"/>	W.7.2e	Establish and maintain a formal style.														
<input type="checkbox"/>	W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.														
<input type="checkbox"/>	W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.														
<input type="checkbox"/>	W.7.3a	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.														
<input type="checkbox"/>	W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.														
<input type="checkbox"/>	W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.														
<input type="checkbox"/>	W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.														
<input type="checkbox"/>	W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.														
Production and Distribution of Writing																
<input type="checkbox"/>	W.7.4	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.)	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	W.7.5	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.														

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<input type="checkbox"/>	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Research to Build Knowledge																
<input type="checkbox"/>	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		.	.				.						.
<input type="checkbox"/>	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.														
<input type="checkbox"/>	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
<input type="checkbox"/>	W.7.9a	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").														
<input type="checkbox"/>	W.7.9b	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").														
Range of Writing																
<input type="checkbox"/>	W.7.10	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 discipline-specific tasks, purposes, and audiences.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
College and Career Readiness Anchor Standards for Speaking and Listening																
Comprehension and Collaboration																
<input type="checkbox"/>	A.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	.			.	.	.			.	.	.	.	.	.
<input type="checkbox"/>	A.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Presentation of Knowledge and Ideas

<input type="checkbox"/>	A.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.													
<input type="checkbox"/>	A.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.													
<input type="checkbox"/>	A.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.													

Speaking and Listening Standards

Comprehension and Collaboration

<input type="checkbox"/>	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.													
<input type="checkbox"/>	SL.7.1a	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.													
<input type="checkbox"/>	SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.													
<input type="checkbox"/>	SL.7.1c	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.													
<input type="checkbox"/>	SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.													
<input type="checkbox"/>	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.													
<input type="checkbox"/>	SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.													

Presentation of Knowledge and Ideas

<input type="checkbox"/>	SL.7.4	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.													
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<input type="checkbox"/>	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	•		•	•	•		•				•			•
<input type="checkbox"/>	SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
College and Career Readiness Anchor Standards for Language																
Conventions of Standard English																
<input type="checkbox"/>	A.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														
Knowledge of Language																
<input type="checkbox"/>	A.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		•	•											
Vocabulary Acquisition and Use																
<input type="checkbox"/>	A.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.														
<input type="checkbox"/>	A.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										•				
<input type="checkbox"/>	A.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 college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Language Standards																
Conventions of Standard English																
<input type="checkbox"/>	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														
<input type="checkbox"/>	L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.														
<input type="checkbox"/>	L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.														
<input type="checkbox"/>	L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*														
<input type="checkbox"/>	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														

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<input type="checkbox"/>	L.7.2a	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>).														
<input type="checkbox"/>	L.7.2b	Spell correctly.														
Knowledge of Language																
<input type="checkbox"/>	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.														
<input type="checkbox"/>	L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		.	.											
Vocabulary Acquisition and Use																
<input type="checkbox"/>	L.7.4	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.														
<input type="checkbox"/>	L.7.4a	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.														
<input type="checkbox"/>	L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).														
<input type="checkbox"/>	L.7.4c	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.														
<input type="checkbox"/>	L.7.4d	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).														
<input type="checkbox"/>	L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														
<input type="checkbox"/>	L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.														
<input type="checkbox"/>	L.7.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.														
<input type="checkbox"/>	L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).														
<input type="checkbox"/>	L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	.	.	.	.	.	.	.	.	.	.	.	.	.	.