Teacher(s): Mrs. Breazeale & Ms. DeBLanc   **Subject/Grade:** 7th /Grade Math   **Week of:** Apr 22, 2024

Domain: ALL ▾   **Lesson Plan Title:** GO TIME!

	MATHEMATICS - Mississippi College and Career Readiness Standards for 7th Grade
Numbers & Operations	7.NS. 1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represen... ▾ 7.NS.1a Describe situations in which opposite quantities combine and make 0. ▾ 7.NS.1b Understand that p + q is the number located a distance from the absolute value of q from p, in the positive or negative d... ▾ 7.NS.1c Understand subtraction of rational numbers as adding the additive inverse. Show that the distance between two ration... ▾ 7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers. ▾ 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. ▾
Ratios & Proportions	7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems. ▾ 7.RP.1 Compute unit rates associated with ratios and fractions, including ratios or lengths, areas and other quantities measure... ▾ 7.RP.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or grap... ▾ 7.RP.2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of p... ▾ 7.RP.2c. Represent proportional relationships by equations. ▾ 7.RP.2d . Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special att... ▾ 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups a... ▾
Expressions & Equations	7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations. ▾ 7.EE.1 Apply properties as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. ▾ 7.EE.2 Understand that rewriting an expression in different, yet equivalent, forms in a problem can show how the quantities in ... ▾ 7.EE.3 Write an expression from a real world context possibly involving sales tax, tip, discount, gratuity, markup, selling price, ... ▾ 7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and ineq... ▾
Geometry	7.G Draw, construct, and describe geometrical figures and describe the relationships between them. ▾ 7.G.1 Solve problems involving geometric figures, including actual lengths and area of a scale drawing. ▾ 7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on const... ▾ 7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rect... ▾ 7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivatio... ▾ 7.G.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve... ▾ 7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional obj... ▾

Statistics & Probability	7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; ... ▾
	7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Gene... ▾
	7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring ... ▾
	7.SP.4 Use measures of center and measures of variability (i.e. inter-quartile range) for numerical data from random samples t... ▾
	7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event ... ▾
	7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing it... ▾
	7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed fre... ▾
	7.SP.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine pr... ▾
	7.SP.7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance pr... ▾
	7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. ▾
	7.SP.8a Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sam... ▾
	7.SP.8b Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an ... ▾
	7.SP.8c Design and use a simulation to generate frequencies for compound events. ▾

ACROSS CURRICULUM STANDARDS

ELA - Mississippi College and Career Readiness Standards for 7th Grade

Writing

CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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.

W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence

CCR.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.

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.

W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e Establish and maintain a formal style.

W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

<u>**Language**</u>

CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2b Spell correctly.

CCR.L.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

L.7.4b Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

CCR.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 considering a word or phrase important to comprehension or expression.

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.

Bottom 25%: Students will be placed in groups based on ability. The general education teacher and the inclusion teacher will review their Monday's practice test. The general education teacher and the inclusion teacher will review their MPT and clear up any misconceptions on Tuesday and Thursday.

Top 25%: Students will work through problems on math prodigy while the teacher pulls students that scored below 70% on their Monday's practice test.

Bubbles: The general education teacher and the inclusion teacher will review their practice test from Monday.

ESSENTIAL QUESTION(S): What math vocabulary, skills, and strategies can I learn between now and April 23, 2024 in order to score Advanced or Proficient on the MAAP state test?

Date	Objective	Focus Question	I will...
M	TSWBAT execute Mrs. Breazeale's "should be award winning test taking plan" by completing a miniature MAAP practice test with at least 65% accuracy by the end of the class period.	What is Mrs. Breazeale's "should be award winning test taking plan" and how do I execute it?	▲Look at every question before I answer anything. ▲Record the question number of any question I can answer quickly and easily and go back and answer these first. ▲Answer the questions I know how to answer but take more time. ▲Use the UNRAVEL strategy to tackle questions I am not sure how to solve. ▲Place a check by the question numbers I know I answered correctly. ▲Keep working until I have 13 check marks (43 on the state test for proficiency). ▲Mark "C" all the way down if time runs out.
T	TSWBAT complete 30 MAAP practice questions by playing Math Prodigy with 80% accuracy by the end of the lesson.	How do mathematicians use Math Prodigy to enhance their mathematical skills?	Use Math Prodigy to enhance my mathematical skills.
W	TSWBAT respond to a writing prompt by using the MAAP writing rubric with a minimum of 65% accuracy.	How will I use the MAAP writing rubric to respond to a writing prompt to create a clear and concise response?	-Examine the writing prompt to determine what it is asking. -Read and annotate the text. -Use the MAAP rubric to generate a clear and concise response that has a beginning, middle, and end.
Th	TSWBAT enhance their mathematical skills by completing a lesson on iReady math with 80% accuracy.	How will I use iReady to enhance my mathematical skills?	-Complete an iReady Math lesson. -Take notes on lesson vocabulary and 3 examples.
F	TSWBAT generate ideas for a math skit by seeing examples and a class discussion with their classmates with 80% accuracy by the end of the lesson.	How do writers generate ideas for a skit when given a designated topic and seeing examples?	-Watch an example "Math movie" while taking notes on what they liked and what could be better. -List ideas for a math skit.

MONDAY_ Apr 22, 2024

<u>Bell Ringer:</u> TSW grab scratch paper and login to edulastics.com and choose "Grade 7 Math Practice Test."

<u>Direct Instruction:</u>

The teacher will...

- Say, "To score proficient on the MAAP test, you must answer 65% of the questions correctly. There are 71 questions on the MAAP test, so you will need 46 questions. This is a smaller version so you only need 13. You will have to work to ensure you have 13 questions correct to score proficient on this practice test.
- Say, "Do not answer a single question yet. Look at every question. Write the question number of the problems you can answer easily and quickly on your scratch paper. Three minutes and go."
- Now answer those. The ones you know you got correct, place a check by that question number." (Allow students to do this for 10 minutes.)
- Answer the ones you know how to do but take a little longer next. Place a check mark by the questions you know you got correct as you answer. Skip the ones you do not know how to answer. Go. (Give students 15 minutes.)
- The questions left, use the UNRAVEL strategy to solve. Start with the questions you know the most about. (Give students 10 minutes.)
- I am about to call 10 minutes until this test is over. When your test administrator calls time, answer every question. For the multiple choice, mark C. If it requires 2 answers, mark C and B. If it requires you to type in an answer, make an educated guess or pick your favorite number. DO NOT LEAVE anything blank. Go. (Give students 5 minutes).
- Then say, "Count all the questions you know you have correct, you're goal is 13 questions or more.'
- When time is up, call time and close the test revealing their score and ask if they were correct with the questions they thought they got correct.

Closure: TTW turn in their scratch paper.

Assessment: Practice Test.

TUESDAY_ Apr 23, 2024

ELA MAAP STATE TEST

After the state test....

Independent Practice: (~50 minutes)

The student will...
- Complete an 30 questions on Math prodigy (MAAP state test review)

Assessment: 30 completed questions

WEDNESDAY_ Apr 24, 2024

Math MAAP STATE TEST

After the state test....

Guided Practice: (~55 minutes)

The student will...
- Complete read and annotate a text and respond to a writing prompt.

Assessment: Completed writing prompt

THURSDAY_ Apr 25, 2024

Writing MAAP STATE TEST

Independent Practice: **(~55 minutes)**

The student will...
- Complete an iReady lesson on their path. (Most student are placed on 7th grade level.)
- Take notes of important vocabulary and at least 3 examples.
- Pass at least one lesson and obtain 45 minutes.

Teacher Interventions:

The teacher will...
- NOT help students with the lesson.
- Only help students on their quiz if they have copied the necessary vocabulary and 3 examples from the lesson.

Assessment: Completed iReady Lesson(s)

FRIDAY_ Apr 26, 2024

Bell Ringer: TSW grab notebook paper and pencil and wait for instructions.

Anticipatory Set:

(Hook) TTW ask students about their favorite movie. Discuss. **(Real-World Connection)** TTW ask them if they can remember a movie where the characters used math. Discuss. **(Overview)** TTW tell the students that they will be making a math movie as a class project. TTW pass out a rubric.

Direct Instruction:

The teacher will...

- Say, I am about to show you a sample movie I have made in the past.
- Show the 2020-2021 Math movie.

Guided Instruction:

The teacher will...

- Say, "Each homeroom will write a script based on the 5 domains we learn in math - The Number Sense, Ratios & Proportions, Equations & Expressions, Geometry, and Statistics & Probability."
- We will come up with a concept together, and write it together.
- To get inspiration, let's look at word problems.

Guided Practice:

The student will...

- Come up with a concept for their math domain.
- As a class, we vote on the best concept.
- If time allows, we will share a google doc, and start writing.

Independent Practice:

The student will...

- Write a script for the math movie.

Closure: TTW review what all we have done so far.

Assessment: Informal Observation

Math Standards

Numbers & Operations:

7.NS. 1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

7.NS.1a Describe situations in which opposite quantities combine and make 0.

7.NS.1b Understand that p + q is the number located a distance from the absolute value of q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0. Interpret sums of rational numbers by describing real-world contexts.

7.NS.1c Understand subtraction of rational numbers as adding the additive inverse. Show that the distance between two rational numbers on a number line is the absolute value of their difference, and apply this principle in real-world contexts.

7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

7.NS.2a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

7.NS.2b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-p/q = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.

7.NS.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

Ratios & Proportions:

7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems.

7.RP.1 Compute unit rates associated with ratios and fractions, including ratios or lengths, areas and other quantities measured in like of different units.

7.RP.2 Recognize and represent proportional relationships between quantities.

7.RP.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

7.RP.2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

7.RP.2c. Represent proportional relationships by equations.

7.RP.2d . Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.

7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Expressions & Equations:

7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.EE.1 Apply properties as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.2 Understand that rewriting an expression in different, yet equivalent, forms in a problem can show how the quantities in it are related.

7.EE.3 Write an expression from a real world context possibly involving sales tax, tip, discount, gratuity, markup, selling price, perimeter, area, and angle measures of a triangle. • Evaluate an expression given a value for the variable. • Translate a verbal expression into an algebraic expression. • Use manipulatives such as algebra tiles to factor expressions.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.4a Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

7.EE.4b Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.

Geometry:

7.G Draw, construct, and describe geometrical figures and describe the relationships between them.

7.G.1 Solve problems involving geometric figures, including actual lengths and area of a scale drawing.

7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

7.G.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics & Probability:

7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

7.SP.4 Use measures of center and measures of variability (i.e. inter-quartile range) for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

7.SP.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.

7.SP.7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land opened down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

7.SP.8a Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

7.SP.8b Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

7.SP.8c Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

ELA Standards

Reading Literature

CCR.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.

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 specific word choice (e.g., alliteration) on meaning and tone.

CCR.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.

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.

CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

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.

Reading Informational Text

CCR.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.

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.

CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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)

CCR.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.

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.

CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

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.

Writing

CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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.

W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence

CCR.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.

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.

W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e Establish and maintain a formal style.

W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Language

CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2b Spell correctly.

CCR.L.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

L.7.4b Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

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.

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).

CCR.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 considering a word or phrase important to comprehension or expression.

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.