

CORRELATION OF COMPREHENSION CLUBS TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES 6-8

| Common Core State Standard • Grade 7  | COMPREHENSION CLUBS • Grade 7   |
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|   | <p>“Curtis” from <i>Seedfolks</i><br/>     Selected Poems from <i>The Rose That Grew From Concrete Somewhere in the Darkness</i><br/>     “Bouncing the Grinning Goat” from <i>Guy's Read: Other Worlds</i><br/> <i>Jabberwocky</i><br/> <i>Merlin and the Dragons</i><br/>     “Not a Fisherman” from <i>Jack Planks Tells Tales</i><br/> <i>Freak the Mighty</i><br/>     “As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare Ask Me No Questions</i><br/> <i>Oh No! (Or How My Science Project Destroyed the World)</i><br/>     “Our Expedition” from <i>Tales From Outer Suburbia</i><br/>     “The Pedestrian” from <i>Five Sci-Fi Thrillers</i><br/>     “Some Fortunate Future Day” from <i>Steampunk!</i><br/> <i>The Hunger Games</i><br/> <i>The Red Pyramid</i><br/> <i>The Savage Fortress</i><br/> <i>Icefall</i><br/> <i>The Lost Kingdom</i><br/> <i>Catching Fire</i><br/> <i>Gregor the Overlander</i><br/> <i>Fever Crumb</i><br/> <i>The House of Scorpion</i><br/> <i>Crush</i><br/> <i>Al Capone Does My Shirts</i><br/> <i>Accidental Love</i><br/> <i>Drums, Girls, &amp; Dangerous Pie</i><br/> <i>Popular Clone</i><br/> <i>The Mighty Miss Malone</i><br/> <i>Heat</i><br/> <i>The False Prince</i></p> <p>See the following Teaching Cards for example:<br/> <i>Todd's TV</i>, Challenging Text Features, teachers help students differentiate between literal meaning and satirical meaning.<br/>     “Some Fortunate Future Day” from <i>Steampunk!</i>, Key Understandings, explore clues throughout the story to foreshadow the ending; Suggested Stopping Points to Invite Thinking<br/> <i>Crush</i>, Cite Textual Evidence, Drawing inferences</p> |
| CCSS.ELA-Literacy.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. | Each Teaching Card shares the themes/ideas of the book, which tie directly to the Unit Focus, to the Key Understandings and expected learning outcomes of the particular titles, and to additional titles in the unit. IG p. 23, 27. Additionally, each theme-based unit of study is framed around a unifying topic, theme, or genre. IG p. 8-9   |

| Common Core State Standard • Grade 7  | COMPREHENSION CLUBS • Grade 7   | Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. See the following Units of Study that focus on literary texts:  |
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| In Heroes & Monsters, each title shares the same big idea exploring sacrifices that heroes make for good to triumph. Students explore recurring themes such as: struggle between good and evil; fulfilling a quest and noble goals; perseverance and courage; honoring nature and respecting others; and symbols and prophecies. Through their reading about ancient gods, heroes, and monsters they will be able to extrapolate the values portrayed in these fantastical tales. See the following titles: | "Bouncing the Grinning Goat" from Guy's Read: Other Worlds<br>"Not a Fisherwoman" from Jack Palance Tells Tales<br>Merlin and the Dragons<br>Jabberwocky<br>"Not a Fisherman" from Jack Palance Tells Tales<br>Break the Migma<br>The Red Pyramid<br>The Savage Fortress<br>Icefall<br>The Lost Kingdom | In Science Fiction, each title explores how writers create fantastic new worlds and explore what the future might bring. Students explore recurring themes such as: technology and its impact on society; abuse of power; fighting for social justice; moral dilemma; and courage and determination against great odds. Through their reading about the worlds and social ills, students are challenged to think more deeply about what they want their future to be. See the following titles: |
| In Love & Loyalty, each title explores the way in which someone's feelings for others have a big impact. Students explore such recurring themes as: love and affection; friendship and respect; conflicting loyalties and resolving conflicts; making choices that affect others; and supporting others in their goals. See the following titles:   | "Our Expedition" from Tales From Outer Suburbia<br>"The Pedestrian" from Five Sci-Fi Thrillers<br>"Some Fortunate Future Day" from Steampunk!<br>The Hunger Games<br>Catching Fire<br>Gregor the Overlander<br>Ever Crumb<br>The House of Scorpions   | In Love & Loyalty, each title explores the way in which someone's feelings for others have a big impact. Students explore such recurring themes as: love and affection; friendship and respect; conflicting loyalties and resolving conflicts; making choices that affect others; and supporting others in their goals. See the following titles:   |

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| <p><b>Craft and Structure</b></p> <p>CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Students explore and analyze the interaction of particular story elements in the following:</p> <ul style="list-style-type: none"> <li>“Our Expedition” from <i>Tales From Outer Suburbia</i>, Analyze the Text, Setting</li> <li>“Some Fortunate Future Day” from <i>Steampunk!</i>, Analyze the Text, Character Development</li> <li>“Merlin and the Dragons”, Analyze the Text, Theme</li> <li>“Some Fortunate Future Day” from <i>Steampunk!</i>, Analyze the Text, Theme</li> <li>See the following Teaching Cards for specific examples:</li> </ul> <p>Ask Me No Questions, Analyze the Text, Character Development</p> <p>Ask Me No Questions, Analyze the Text, Character Development</p> <p>Students explore figurative language in a text. See the following:</p> <p>Selected Poems from <i>The Rose That Grew From Concrete</i>, Analyze the Text, Imagery</p> <p>“As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare</i>, Analyze the Text, Figurative Language</p> <p>Texts, Figurative Language</p> <p>“Curtis” from <i>Seeds of Us</i>, Analyze the Text, Use of Sarcasm</p> <p>“Oh No! (Or How My Science Project Destroyed the World)”, Supporting ELLs, explore verbal irony</p> <p>“The Pedestrian” from <i>Five Sci-Fi Thrillers</i>, Analyze the Text, Sensory Language</p> <p>Heat, Key Understandings, explore idioms and similes</p> <p>“Bouncing the Grinning Goat” from <i>Guy’s Read: Other Words</i>, Analyze the Text, Figurative Language</p> <p>“Not a Fisherman” from <i>Jack Blanks Tells Tales</i>, Analyze the Text, Style/Language Personification</p> <p>The House of Scorpions, Key Understandings, author uses figurative language such as simile and metaphor</p> <p>All Capone Does My Shirts, Key Understandings, author uses vivid sensory and figurative language to describe events in the book</p> <p>The Lost Kingdom, Key Understandings, author uses vivid words and figurative language to convey setting and action in story</p> <p>CCSS.ELA-Literacy.RL.7.5 Analyze how a drama’s or poem’s form or story or drama.</p> <p>Students explore form and structure in the following:</p> | <p>Students explore figurative language in a text. See the following:</p> <p>“Curtis” from <i>Seeds of Us</i>, Analyze the Text, Use of Sarcasm</p> <p>“Oh No! (Or How My Science Project Destroyed the World)”, Supporting ELLs, explore verbal irony</p> <p>“The Pedestrian” from <i>Five Sci-Fi Thrillers</i>, Analyze the Text, Sensory Language</p> <p>Heat, Key Understandings, explore idioms and similes</p> <p>“Bouncing the Grinning Goat” from <i>Guy’s Read: Other Words</i>, Analyze the Text, Figurative Language</p> <p>“Not a Fisherman” from <i>Jack Blanks Tells Tales</i>, Analyze the Text, Style/Language Personification</p> <p>The House of Scorpions, Key Understandings, author uses figurative language such as simile and metaphor</p> <p>All Capone Does My Shirts, Key Understandings, author uses vivid sensory and figurative language to describe events in the book</p> <p>The Lost Kingdom, Key Understandings, author uses vivid words and figurative language to convey setting and action in story</p> <p>CCSS.ELA-Literacy.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.</p> <p>Students explore figurative language in a text. See the following:</p> <p>“Curtis” from <i>Seeds of Us</i>, Analyze the Text, Use of Sarcasm</p> <p>“Oh No! (Or How My Science Project Destroyed the World)”, Supporting ELLs, explore verbal irony</p> <p>“The Pedestrian” from <i>Five Sci-Fi Thrillers</i>, Analyze the Text, Sensory Language</p> <p>Heat, Key Understandings, explore idioms and similes</p> <p>“Bouncing the Grinning Goat” from <i>Guy’s Read: Other Words</i>, Analyze the Text, Figurative Language</p> <p>“Not a Fisherman” from <i>Jack Blanks Tells Tales</i>, Analyze the Text, Style/Language Personification</p> <p>The House of Scorpions, Key Understandings, author uses figurative language such as simile and metaphor</p> <p>All Capone Does My Shirts, Key Understandings, author uses vivid sensory and figurative language to describe events in the book</p> <p>The Lost Kingdom, Key Understandings, author uses vivid words and figurative language to convey setting and action in story</p> <p>CCSS.ELA-Literacy.RL.7.5 Analyze how a drama’s or poem’s form or story or drama.</p> |
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| Reading: Major Informational Texts   | Key Ideas and Details   |
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| <p>Common Core State Standard • Grade 7</p> <p>COMPREHENSION CLUBS • Grade 7</p> <p>builds a system for processing texts that becomes a network of strategic activities for reading increasingly complex texts. IC p. 5</p> <p>Across the year and across the grades, the text becomes more sophisticated conceptually and linguistically, offering opportunities for students to build vocabulary, expand content and themes, extend knowledge of genre and text structure, offer deeper literary connections, and expand reading power for processing increasingly complex texts. Students benefit from experiencing a variety of texts to provide the richest learning opportunities. Each unit of study includes both literary and informational texts, such as sophisticated picture books, short stories, articles, informational texts, chapter books, and novels. IC p. 10-11</p> <p>CCSS.ELA-Literacy.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.</p> <p>Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book club titles in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following informational titles:</p> <ul style="list-style-type: none"> <li>“Agegaurding the California Coast” from <i>Heroes of the Environment</i></li> <li>“Years of Dust”</li> <li>“Moondrid”</li> <li>“The Cod’s Tale”</li> <li>“The Chimpandise I Love”</li> <li>“Bill the Boy Wonder”</li> <li>“Patience Wright, American’s First Sculptor and Revolutionary Spy”</li> <li>“Tallkin’ About Besste”</li> <li>“The Boy Who Harnessed the Wind”</li> <li>“Twister Prediction” from <i>Tornado!</i></li> <li>“I’m Not Dead Yet” from <i>Titanic: Young Survivors</i></li> <li>“Shark’s Breakfast” from <i>Survival</i>, Supporting All Learners, Challenging Text Features, discusses “Shark’s Breakfast” from <i>Survival</i>, Supporting All Learners, Challenging Text Features, discusses specific actions of character and inferences made in the text</li> <li>“Titanic: Voices From the Disaster”, Deepen Understanding, students explore inferences from text that reveal characters feelings and emotions</li> <li>The Camping Trip That Changed America, Supporting All Learners, Supporting ELLs, teachers See the following Teaching Cards for example:</li> </ul> | <p>The Camping Trip That Changed America, Supporting All Learners, Supporting ELLs, teachers See the following Teaching Cards for example:</p> <p>Year of the Jungle<br/>Bilzziard!<br/>Into the Volcano<br/>The Great Fire<br/>“Shark’s Breakfast” from <i>Survival</i>, Supporting All Learners, Challenging Text Features, discusses specific actions of character and inferences made in the text</p> <p>Titanic: Voices From the Disaster, Deepen Understanding, students explore inferences from text that reveal characters feelings and emotions</p> <p>The Camping Trip That Changed America, Supporting All Learners, Supporting ELLs, teachers</p> |

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| <p>CCSS.ELA-Literacy.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.</p> <p>Each Teaching Card shares the themes/ideas of the book, which tie directly to the Unit Focus, to support students as they interpret the stories within the story.</p> <p>"Safeguarding the Californian Coast" from <i>Heroes of the Environment</i>, Analyze the Text, Character Development and Motivation, students cite evidence from text to support character description.</p> <p>The Code's Talk, Read, Cite Textual Evidence, Discuss, teachers guide students to notice and cite examples of how the author uses text features and primary sources to show the importance of cod</p> <p>Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. See the following Units of Study that focus on informational text:</p> <p>In Facing Disaster, each title shares the same central idea exploring how people respond when disaster strikes. Students explore recurring themes such as: coping with the harshness of nature; courage and quick thinking in the face of adversity; teamwork and generosity; and benefiting from knowledge and experience. Through their reading, students will come to appreciate how factors such as teamwork, stamina, quick-thinking, and even luck affect outcomes during a disaster. See the following titles:</p> <p>"Twister Prediction" from <i>Tornado!</i><br/>     "I'm Not Dead Yet" from <i>Titanic: Young Survivors</i><br/>     "Shark's Breakfast" from <i>Survival</i><br/>     Woodsong, Supporting ELLs, students summarize text<br/>     Titanic: Voices from the Disaster<br/>     The Great Fire<br/>     Into the Volcano<br/>     Bizzare!</p> <p>In Saving the Planet, each title highlights environmental issues. Students explore recurring themes such as: people and the environment; climate change; learning from history; amazing things animals do; and surviving despite all obstacles. Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. As students learn more about environmental issues, they should recognize that their actions have an impact on others and consider responsible ways to address these concerns. See the following titles:</p> <p>"George Washington Carter" from <i>Boys Who Rocked the World</i><br/>     The Camping Trip That Changed America<br/>     A Warmer World<br/>     "Safeguarding the Californian Coast" from <i>Heroes of the Environment</i><br/>     Years of Dust</p> | <p>Years of Dust</p> <p>"Safeguarding the Californian Coast" from <i>Heroes of the Environment</i></p> <p>A Warmer World</p> <p>"George Washington Carter" from <i>Boys Who Rocked the World</i></p> <p>The Camping Trip That Changed America</p> <p>"Safeeguarding the Californian Coast" from <i>Heroes of the Environment</i></p> <p>Years of Dust</p> |

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| <p>In Appearance &amp; Identity, each title focuses on how authors reveal a person's true identity.</p> <p>Students explore recurring themes such as: bullying and peer pressure; self-awareness and self-esteem; showing and getting respect; keeping secrets; and respecting differences. Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. Students may reflect on their own experiences as they explore these stories about people who built their self-confidence. See the following titles:</p> <p><i>Tallin</i>, <i>About Bessie</i><br/> <i>Paincne Wright, American's First Sculptor and Revolutionary Spy</i><br/> <i>Bill the Boy Wonder</i></p> <p>See also the following Teaching Cards that specifically address the theme:</p> <p><i>"I'm Not Dead Yet"</i> from <i>Titanic: Young Survivors</i>, Key Understandings, the author combines historical facts, biographical information, and recreated dialogue to help readers connect to the weaves in the theme of conserving the wildeness for future generations through conversations between Johnnie and Teedie.</p> <p><i>The Camping Trip That Changed America</i>, Analyze the Text, students explore how author Motivation, students connect characters childhood experiences to his adult life.</p> <p><i>"George Washington Carver"</i> from <i>Boys Who Rocked the World</i>, Analyze the Text, Character impact on meaning and tone. See the following for example:</p> <p>Teachers help students explore the meaning of words and phrases used in a text and analyze the imagery used in the text; Supporting ELLs, students review and explore similes and metaphors used in the text.</p> | <p><i>Moonbird</i><br/> <i>The Cod's Tail</i><br/> <i>The Chimpzee's I Love</i><br/> <i>Blizzard of Glass</i></p> <p><i>In Appearance &amp; Identity</i>, each title focuses on how authors reveal a person's true identity.</p> <p>Students explore recurring themes such as: bullying and peer pressure; self-awareness and self-esteem; showing and getting respect; keeping secrets; and respecting differences. Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. Students may reflect on their own experiences as they explore these stories about people who built their self-confidence. See the following titles:</p> <p><i>Tallin</i>, <i>About Bessie</i><br/> <i>Paincne Wright, American's First Sculptor and Revolutionary Spy</i><br/> <i>Bill the Boy Wonder</i></p> <p>See also the following Teaching Cards that specifically address the theme:</p> <p><i>"I'm Not Dead Yet"</i> from <i>Titanic: Young Survivors</i>, Key Understandings, the author combines historical facts, biographical information, and recreated dialogue to help readers connect to the weaves in the theme of conserving the wildeness for future generations through conversations between Johnnie and Teedie.</p> <p><i>The Camping Trip That Changed America</i>, Analyze the Text, students explore how author Motivation, students connect characters childhood experiences to his adult life.</p> <p><i>"George Washington Carver"</i> from <i>Boys Who Rocked the World</i>, Analyze the Text, Character impact on meaning and tone. See the following for example:</p> <p>Teachers help students explore the meaning of words and phrases used in a text and analyze the imagery used in the text; Supporting ELLs, students review and explore similes and metaphors used in the text.</p> |
| <p><i>CCSS ELA-Literacy.RL.1.3 Analyze the interactions between individuals, events, or ideas based on specific information in the text in the following Teaching Cards:</i></p> <p>"I'm Not Dead Yet" from <i>Titanic: Young Survivors</i>, Key Understandings, the author combines historical facts, biographical information, and recreated dialogue to help readers connect to the weaves in the theme of conserving the wildeness for future generations through conversations between Johnnie and Teedie.</p> <p><i>The Camping Trip That Changed America</i>, Analyze the Text, students explore how author Motivation, students connect characters childhood experiences to his adult life.</p> <p><i>"George Washington Carver"</i> from <i>Boys Who Rocked the World</i>, Analyze the Text, Character impact on meaning and tone. See the following for example:</p> <p>Teachers help students explore the meaning of words and phrases used in a text and analyze the imagery used in the text; Supporting ELLs, students review and explore similes and metaphors used in the text.</p>   | <p><i>Craft and Structure</i></p> <p><i>CCSS ELA-Literacy.RL.1.7.4 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.</i></p>   |
| <p><i>Craft and Structure</i></p> <p><i>CCSS ELA-Literacy.RL.1.7.4 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.</i></p>  |  |

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| <p>CCSS.ELA-Literacy.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.</p> <p>Students analyze the structures and organization of the text. See the following for example:</p> <p>“Shark’s Breakfast” from <i>Survival</i>, Analyze the Text, Organization</p> <p>A Warmer World, Analyze the Text, Organization, Author uses cause and effect to organize and explain concepts</p> <p>“George Washington Carver” from <i>Boys Who Rocked the World</i>, Suggests readers understand the text.</p> <p>Invite Thinking, students explore how author’s text organization and features adds interests and helps readers understand the text.</p> <p>“Year of the Jungle”, Analyze the Text, Sequence</p> <p>Timatic: Voices From the Disaster, Deepen Understanding, sequence of events and helps readers understand the text.</p> <p>“Safeguarding the California Coast” from <i>Heroes of the Environment</i>, Author’s craft, follows a sequence of events leading up to a climax</p> <p>Talkin’ About Bees, Key Understanding, story presented in chronological order to readers understand Beesie’s life from beginning to end</p> <p>The Boy Who Harnessed the Wind, Analyze the Text, Authors’ Purpose; Author’s Craft, text written from third-person point of view</p> <p>CCSS.ELA-Literacy.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.</p> <p>Students explore author’s point of view and purpose in the following:</p> <p>Bill the Boy Wonder, Analyze the Text, Authors’ Purpose</p> <p>“Twister Predictions” from <i>Tornado!</i>, Analyze the Text, Authors’ Purpose</p> <p>Years of Dust, Analyze the Text, Authors’ Purpose</p> <p>The Chimpanzee I Love, Deepen Understanding, Thinking About the Text</p> <p>The Camping Trip That Changed America, Suggests readers think about the California Coast from the environment, Suggests readers stop thinking about the world. Suggests readers stop thinking about the environment, Suggests readers stop thinking about the chimpanzee.</p> <p>A Warmer World, Suggests readers stop thinking about the environment, Suggests readers stop thinking about the chimpanzee.</p> <p>Safeguarding the California Coast, Points to Inviting Thinking, Point to Inviting Thinking, Point to Inviting Thinking</p> <p>“Safeguarding the California Coast” from <i>Heroes of the Environment</i>, Suggests readers stop thinking about the chimpanzee.</p> <p>The Great Fire, Moonbird, Voices from the Disaster, Deepen Understanding, Impact of the words).</p> | <p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-Literacy.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 video).</p> <p>Suggestions are provided on each Book Club Card encouraging students to compare and contrast the text to an audio version. See Streaming Audio options in the following Book Club Cards:</p> <p>The Chimpanzee I Love<br/>Into the Volcano<br/>Bilzard!</p> <p>Timatic: Voices from the Disaster<br/>Moonbird</p> <p>The Great Fire</p> |
| <p>CCSS.ELA-Literacy.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 video).</p> <p>Suggestions are provided on each Book Club Card encouraging students to compare and contrast the text to an audio version. See Streaming Audio options in the following Book Club Cards:</p> <p>The Chimpanzee I Love<br/>Into the Volcano<br/>Bilzard!</p> <p>Timatic: Voices from the Disaster<br/>Moonbird</p> <p>The Great Fire</p>  |  |

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| <p><b>CSS.ELA-Literacy.RI.7.8</b> Trace and evaluate the argument and specific claims in a text. See the following:</p> <p>Students trace and evaluate specific claims in a text. See the following:</p> <p>Bill the Boy Wonder, Key Understandings; Author's Note provides detailed explanation of research for the trust and supports his belief that Bill Finger deserved more credit.</p> <p>A Warmer World, Key Understandings; author uses cause and effect to organize and explain concepts about climate change.</p> <p>The Chimpazee's Love, Key Understandings; author uses personal experience to inspire others to help wild animals.</p> <p>Students can compare and contrast key information and presentation of same topic in the following titles:</p> <p>Titanic: Voices From the Disaster and "I'm Not Dead Yet" from Titanic Young Survivors</p> | <p>the evidence is relevant and sufficient to support the claims.</p> <p>specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CSS.ELA-Literacy.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.</p> | <p><b>Range of Reading and Level of Text Complexity</b></p> <p>CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary texts that becomes a network of strategic activities for reading builds a system for processing texts that about deeply, and discusses. Each reader knowsledge on developmentally appropriate topics. Clubs provides sufficiently comprehensible literary nonfiction in the grades 6–8 text complexity band proficently, with scaffolding as needed at the high end of the range.</p>  |
| <p><b>CSS.ELA-Literacy.RI.7.8</b> Trace and evaluate the argument and specific claims in a text. See the following:</p> <p>Additional opportunities for students to access audio or video versions related to texts are provided. See Use Technology in the following Teaching Cards:</p> <p>The Boy Who Harnessed the Wind, website provided for students to watch a short film documentary, "Moving Windmills".</p> <p>Titanic: Voices From the Disaster, website provided for students to investigate first person accounts and hear survivors in their own words.</p> <p>"Shark's Breakfast" from Survival, website provided invited students to explore the subject and watch video of Great White sharks in action.</p> <p>Years of Dust, website provided with documents such as "The Dust Bowl" or "Surviving the Dust Bowl".</p>                           | <p>the evidence is relevant and sufficient to support the claims.</p> <p>specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>   | <p>Although not specifically addressed, teachers can extend the writing lessons to include grammar across the year and across the grades, the text become more sophisticated conceptually and linguistically, offering opportunities for students to build vocabulary, expand content and themes, extend knowledge of genre and text structure, offer deeper literary connections, and expand reading power for processing complex text. Students benefit from experiencing a variety of texts to provide the richest learning opportunities. Each unit of study includes both literary and informational texts, such as sophisticated picture books, short stories, articles, and novels. IC p. 10-11</p> |

| Common Core State Standard • Grade 7   | COMPREHENSION CLUBS • Grade 7  | Conventions of Standard English  |
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| CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | CCSS.ELA-Literacy.L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.  | CCSS.ELA-Literacy.L.7.1a Place phrases and clauses within a sentence, and compound-complex sentences to signal different relationships among ideas.  |
| CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | CCSS.ELA-Literacy.L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal different meanings and purposes.   | CCSS.ELA-Literacy.L.7.1c Place phrases and clauses within a sentence, and dangling modifiers.*   |
| CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | Although not specifically addressed, teachers can extend the writing lessons to include punctuation, punctuation, and spelling.  | CCSS.ELA-Literacy.L.7.2a Comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old, green shirt).  |
| CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | Direct instruction not specified.  | CCSS.ELA-Literacy.L.7.2b Spell correctly.  |
| Knowledge of Language  | Although not specifically addressed, opportunities for students to use their knowledge of language and its conventions are provided throughout Comprehension Clubs in all writing, speaking, reading, and listening activities.  | CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| Vocabulary Acquisition and Use   | Each Teaching Card provides vocabulary words teachers can use to help students notice and understand specific vocabulary related to the text. Students will encounter Essential Words during the read-aloud, and Related Words for Discussion can be introduced to enhance vocabulary from context clues. Ig p. 26, 39 | CCSS.ELA-Literacy.L.7.4 Determine or clarify the meaning of unknown words and multiple-meaning words based on grade 7 reading and content, choosing flexibly from a range of strategies.   |
| CCSS.ELA-Literacy.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.   | "Twister Prediction" from <i>Tornado!</i> , Supporting All Learners, teacher model how to use context clues to determine the meaning of unknown words and terms  | CCSS.ELA-Literacy.L.7.4a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., beligerent, bellicose, rebel).  |
| CCSS.ELA-Literacy.L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.,   | Direct instruction not specified.  | CCSS.ELA-Literacy.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 the clarity of its meaning or its part of speech. |
| CCSS.ELA-Literacy.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 the clarity of its meaning or its part of speech. | Direct instruction not specified.  | Bill the Boy Wonder, Supporting ELLs, teachers help students with meaning s of difficult words and phrases and meaning or its part of speech.  |
| CCSS.ELA-Literacy.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).   | Bill the Boy Wonder, Supporting ELLs, teachers help students with meaning s of difficult words and phrases and meaning or its part of speech.  | CCSS.ELA-Literacy.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).   |

| Common Core State Standard • Grade 7   | COMPREHENSION CLUBS • Grade 7  |
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| <p>CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>The Boy Who Harnessed the Wind, Challenging Text Features and Supporting ELLs, teachers help students interpret some imagery and figures of speech. “As You Like It Soliloquy” from Poetry for Young People: William Shakespeare, Analyze the Text, Figurative Language “Curtis” from Seedfolks, Analyze the Text, Figurative Language “George Washington Carver” from Boys Who Rocked the World, Supporting ELLs, teachers help students understand idiomatic phrases. Selected Poems from That Rose Grew From Concrete, Challenging Text Features, discusses meaning of idiomatic phases, “Bouncing the Grinning Goat” from Guys Read: Other Worlds, Supporting ELLs, teachers explain idioms “Bilzarril”, Deepen Understanding, students explore use of personification the words. CCS.ELA-Literacy.L.7.5b Use the relationship between particular words (e.g., synonymy, antonymy, analogy) to better understand each of the words.</p> <p>CCSS.ELA-Literacy.L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,condescending).</p> <p>Direct instruction not specified.</p> <p>CCSS.ELA-Literacy.L.7.6 Acquire and use accurate grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Writing Text Types and Purposes</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Comprehension Clubs encourages students to write about text, which provides them with the opportunity to absorb content more deeply. It also provides them with an opportunity to evaluate their comprehension and their grasp of the key ideas and understandings. IG p. 27</p> <p>See persuasive writing activities on the following Teaching Cards:</p> <p>Selected Poems from That Rose Grew From Concrete<br/>“Not a Fisherman” from Jack Prelutsky Tales<br/>The Camping Trip That Changed America<br/>“George Washington Carver” from Boys Who Rocked the World<br/>A Warmer World<br/>“Safeguarding the Californian Coast” from Heroes of the Environment<br/>Bill the Boy Wonder<br/>Talkin’ About Beesie<br/>The Hunger Games</p> | <p>See persuasive writing activities on the following Teaching Cards:</p> <p>Selected Poems from That Rose Grew From Concrete<br/>“Not a Fisherman” from Jack Prelutsky Tales<br/>The Camping Trip That Changed America<br/>“George Washington Carver” from Boys Who Rocked the World<br/>A Warmer World<br/>“Safeguarding the Californian Coast” from Heroes of the Environment<br/>Bill the Boy Wonder<br/>Talkin’ About Beesie<br/>The Hunger Games</p> <p>Text Types and Purposes</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> |
| <p>CCSS.ELA-Literacy.L.7.4 Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Jabberwocky, Supporting ELLs, teachers help students use context clues to figure out word meaning</p> <p>Direct instruction not specified.</p> <p>CCSS.ELA-Literacy.L.7.5b Use the relationship between particular words (e.g., synonymy, antonymy, analogy) to better understand each of the words.</p> <p>CCSS.ELA-Literacy.L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,condescending).</p> <p>Direct instruction not specified.</p> <p>CCSS.ELA-Literacy.L.7.6 Acquire and use accurate grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Writing Text Types and Purposes</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Comprehension Clubs encourages students to write about text, which provides them with the opportunity to absorb content more deeply. It also provides them with an opportunity to evaluate their comprehension and their grasp of the key ideas and understandings. IG p. 27</p> <p>See persuasive writing activities on the following Teaching Cards:</p> <p>Selected Poems from That Rose Grew From Concrete<br/>“Not a Fisherman” from Jack Prelutsky Tales<br/>The Camping Trip That Changed America<br/>“George Washington Carver” from Boys Who Rocked the World<br/>A Warmer World<br/>“Safeguarding the Californian Coast” from Heroes of the Environment<br/>Bill the Boy Wonder<br/>Talkin’ About Beesie<br/>The Hunger Games</p>   | <p>See persuasive writing activities on the following Teaching Cards:</p> <p>Selected Poems from That Rose Grew From Concrete<br/>“Not a Fisherman” from Jack Prelutsky Tales<br/>The Camping Trip That Changed America<br/>“George Washington Carver” from Boys Who Rocked the World<br/>A Warmer World<br/>“Safeguarding the Californian Coast” from Heroes of the Environment<br/>Bill the Boy Wonder<br/>Talkin’ About Beesie<br/>The Hunger Games</p> <p>Text Types and Purposes</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> |
| <p>CCSS.ELA-Literacy.L.7.4 Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Jabberwocky, Supporting ELLs, teachers help students use context clues to figure out word meaning</p> <p>Direct instruction not specified.</p> <p>CCSS.ELA-Literacy.L.7.5b Use the relationship between particular words (e.g., synonymy, antonymy, analogy) to better understand each of the words.</p> <p>CCSS.ELA-Literacy.L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,condescending).</p> <p>Direct instruction not specified.</p> <p>CCSS.ELA-Literacy.L.7.6 Acquire and use accurate grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Writing Text Types and Purposes</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Comprehension Clubs encourages students to write about text, which provides them with the opportunity to absorb content more deeply. It also provides them with an opportunity to evaluate their comprehension and their grasp of the key ideas and understandings. IG p. 27</p> <p>See persuasive writing activities on the following Teaching Cards:</p> <p>Selected Poems from That Rose Grew From Concrete<br/>“Not a Fisherman” from Jack Prelutsky Tales<br/>The Camping Trip That Changed America<br/>“George Washington Carver” from Boys Who Rocked the World<br/>A Warmer World<br/>“Safeguarding the Californian Coast” from Heroes of the Environment<br/>Bill the Boy Wonder<br/>Talkin’ About Beesie<br/>The Hunger Games</p>   | <p>See persuasive writing activities on the following Teaching Cards:</p> <p>Selected Poems from That Rose Grew From Concrete<br/>“Not a Fisherman” from Jack Prelutsky Tales<br/>The Camping Trip That Changed America<br/>“George Washington Carver” from Boys Who Rocked the World<br/>A Warmer World<br/>“Safeguarding the Californian Coast” from Heroes of the Environment<br/>Bill the Boy Wonder<br/>Talkin’ About Beesie<br/>The Hunger Games</p> <p>Text Types and Purposes</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> |
| <p>CCSS.ELA-Literacy.L.7.4 Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Jabberwocky, Supporting ELLs, teachers help students use context clues to figure out word meaning</p> <p>Direct instruction not specified.</p> <p>CCSS.ELA-Literacy.L.7.5b Use the relationship between particular words (e.g., synonymy, antonymy, analogy) to better understand each of the words.</p> <p>CCSS.ELA-Literacy.L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,condescending).</p> <p>Direct instruction not specified.</p> <p>CCSS.ELA-Literacy.L.7.6 Acquire and use accurate grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Writing Text Types and Purposes</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Comprehension Clubs encourages students to write about text, which provides them with the opportunity to absorb content more deeply. It also provides them with an opportunity to evaluate their comprehension and their grasp of the key ideas and understandings. IG p. 27</p> <p>See persuasive writing activities on the following Teaching Cards:</p> <p>Selected Poems from That Rose Grew From Concrete<br/>“Not a Fisherman” from Jack Prelutsky Tales<br/>The Camping Trip That Changed America<br/>“George Washington Carver” from Boys Who Rocked the World<br/>A Warmer World<br/>“Safeguarding the Californian Coast” from Heroes of the Environment<br/>Bill the Boy Wonder<br/>Talkin’ About Beesie<br/>The Hunger Games</p>   | <p>See persuasive writing activities on the following Teaching Cards:</p> <p>Selected Poems from That Rose Grew From Concrete<br/>“Not a Fisherman” from Jack Prelutsky Tales<br/>The Camping Trip That Changed America<br/>“George Washington Carver” from Boys Who Rocked the World<br/>A Warmer World<br/>“Safeguarding the Californian Coast” from Heroes of the Environment<br/>Bill the Boy Wonder<br/>Talkin’ About Beesie<br/>The Hunger Games</p> <p>Text Types and Purposes</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> |

| Common Core State Standard • Grade 7  | COMPREHENSION CLUBS • Grade 7   | CSS.ELA-Literacy.W.7.1b Support claims(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.            |
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| CSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claims(s), reasons, and evidence.                                  | Bill the Boy Wonder, refer to quotes used in text describing their feelings   | CSS.ELA-Literacy.W.7.1d Establish and maintain a formal style.   |
| CSS.ELA-Literacy.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.  | "Safeguarding the Californian Coast" from <i>Heroes of the Environment</i> , develop argument with independent research and evidence from text to support | CSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content. |
| CSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what years of Dust, write an essay explaining what  | See informational/Expository writing activities on the following Teaching Cards:  | CSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| CSS.ELA-Literacy.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  | The Boy Who Harnessed the Wind, focus on the facts Year of the Jungle, describe details   | CSS.ELA-Literacy.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| CSS.ELA-Literacy.W.7.2e Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                      | Freak the Mighty, compare characters  | CSS.ELA-Literacy.W.7.2f Use appropriate language features (e.g., figurative language, punctuation, or spelling) to indicate direct address to the reader.                                    |
| CSS.ELA-Literacy.W.7.3c Use a variety of transitions and signal words or markers (e.g., however, therefore, because) to connect ideas within and across sentences and paragraphs. | Twister Prediction" from <i>Tornado!</i> , write detailed description Woodsong, choose specific adjectives and phrases to describe                        | CSS.ELA-Literacy.W.7.3d Use a variety of transitions and signal words or markers (e.g., however, therefore, because) to connect ideas within and across sentences and paragraphs.            |

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| CCSS.ELA-Literacy.W.7.2F Provide a concluding statement or section that follows from what follows from the text to explain reasons to support the point of view.   | “Shark’s Breakfast” from <i>Survival</i> , write public service announcement<br>“Curtis” from <i>Seedfolks</i> , write narrative writing activities on the following Teaching Cards:   |
| CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined events, or events using effective techniques, relevant descriptive details, and well-structured event sequences.  | Todd’s TV<br>“Curtis” from <i>Seedfolks</i><br>“Somewhere in the Darkness” from <i>Guy’s Read: Other Worlds</i><br>“Bouncing the Grinning Goat” from <i>Guy’s Read: Other Worlds</i><br>Merlin and the Dragons<br>Ask Me No Questions<br>“As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare</i><br>“I’m Not Dead Yet” from <i>Titanic: Young Survivors</i><br>“Oh No! (Or How My Science Project Destroyed the World)   |
| CCSS.ELA-Literacy.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.                             | Merlin and the Dragons, create a written history as if true<br>Ask Me No Questions, write about favorite scene from characters point of view<br>“Someplace in the Darkness”, answer questions from characters perspective<br>Oh No! (Or How My Science Project Destroyed the World), write short explanation<br>“I’m Not Dead Yet” from <i>Titanic: Young Survivors</i><br>Ask Me No Questions<br>“As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare</i><br>“I’m Not Dead Yet” from <i>Titanic: Young Survivors</i><br>“Oh No! (Or How My Science Project Destroyed the World)  |
| CCSS.ELA-Literacy.W.7.3B Use narrative techniques, such as dialogue, description, and characters, to create a variety of transitions words, phrases, clauses to convey sequence and signal shifts from one time frame or setting to another. | “I’m Not Dead Yet” from <i>Titanic: Young Survivors</i> , use descriptive details and create dialogue to describe experiences<br>“Our Expedition” from <i>Outer Suburbia</i> , extend story using dialogue to describe experiences<br>“Some Fortune Future Day” from <i>Outer Suburbia</i> , extend story using dialogue to describe experiences<br>“Our Expedition” from <i>Titanic: Young Survivors</i> , use descriptive details and create dialogue to describe experiences<br>“Some Fortune Future Day” from <i>Streamunk!</i> , write journal entry  |
| CCSS.ELA-Literacy.W.7.3C Use a variety of transition words, phrases, clauses to convey sequence and signal shifts from one time frame or setting to another.   | “I’m Not Dead Yet” from <i>Titanic: Young Survivors</i> , use descriptive details and create dialogue to describe experiences<br>“Our Expedition” from <i>Titanic: Young Survivors</i> , use descriptive details and create dialogue to describe experiences<br>“Some Fortune Future Day” from <i>Streamunk!</i> , write journal entry<br>“Some Fortune Future Day” from <i>Streamunk!</i> , write journal entry<br>“Our Expedition” from <i>Outer Suburbia</i> , extend story using dialogue to describe experiences<br>“Some Fortune Future Day” from <i>Outer Suburbia</i> , extend story using dialogue to describe experiences<br>“Our Expedition” from <i>Titanic: Young Survivors</i> , use descriptive details and create dialogue to describe experiences<br>“Some Fortune Future Day” from <i>Streamunk!</i> , write journal entry |
| CCSS.ELA-Literacy.W.7.3D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  | “As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare</i> , rewrite text in modern day language<br>“Curtis” from <i>Seedfolks</i> , write a poem using words from text<br>“As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare</i> , rewrite text in modern day language<br>“Curtis” from <i>Seedfolks</i> , write next chapter of story  |
| CCSS.ELA-Literacy.W.7.3E Provide a conclusion that follows from and conveys experiences or events.   | “Curtis” from <i>Seedfolks</i> , write next chapter of story   |

| Common Core State Standard • Grade 7<br>COMPREHENSION CLUBS • Grade 7   | CORRELATION OF COMPREHENSION CLUBS TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES 6-8   |
|---|---|
| Production and Distribution of Writing<br>Students become more adept with a variety of writing tasks, including creating imaginative narratives and cogent essays. Students take pride in the presentation of their written work, which may incorporate either hand-drawn or computer-generated graphics. IG p. 57  | Production and Distribution of Writing<br>Students take pride in the presentation of their written work, which may incorporate either hand-drawn or computer-generated graphics. IG p. 57<br>The Reader's Notebook may be used to help students focus their analysis of the book. IG p. 54-55<br>Teaching Cards may be used to help students focus their analysis of the book. IG p. 54-55<br>Notebooks are invaluable for helping students record their evolving thinking about a text, both before and after they meet to discuss the text with their groups. Prompts on the Book Club teachers should allow time for students to write and reflect in their Reader's Notebooks. These work individually or in groups to experience writing in a variety of formats. Additionally, responding to text in a thoughtful and creative way. Teachers offer students the opportunity to respond through both talking and writing. Every Read-Aloud Teaching Card includes an option for teachers to talk about their thinking and writing. |
| Range of Writing<br>Every Teaching Card offers prompts and suggestions to encourage students to share their thinking through both talking and writing. Every Read-Aloud Teaching Card includes an option for teachers to talk about their thinking and writing.   | Range of Writing<br>Every Teaching Card offers prompts and suggestions to encourage students to share their thinking through both talking and writing. Every Read-Aloud Teaching Card includes an option for teachers to talk about their thinking and writing.<br>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, (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, (time for research, reflection, and revision)   |
| Research to Build and Present Knowledge<br>As time as resources permit, teacher encourage students to integrate technology to create writing they want to share with others. IG p. 54   | Research to Build and Present Knowledge<br>As time as resources permit, teacher encourage students to integrate technology to create writing they want to share with others. IG p. 54<br>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to collaborate with others, including linking to and citing sources.<br>CCSS.ELA-Literacy.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.   |
| Direct Instruction not specified.<br>CCSS.ELA-Literacy.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.                | Direct Instruction not specified.<br>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, (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, (time for research, reflection, and revision)  |
| Direct Instruction not specified.<br>CCSS.ELA-Literacy.W.7.11 Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, building on the work of others, drawing evidence from texts and other sources, and responding to different perspectives, and explicitly addressing different viewpoints. | Direct Instruction not specified.<br>CCSS.ELA-Literacy.W.7.11 Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, building on the work of others, drawing evidence from texts and other sources, and responding to different perspectives, and explicitly addressing different viewpoints.   |
| Range of Writing<br>Teachers should allow time for students to write and reflect in their Reader's Notebooks. These work individually or in groups to experience writing in a variety of formats. Additionally, responding to text in a thoughtful and creative way. Teachers offer students the opportunity to respond through both talking and writing.               | Range of Writing<br>Teachers should allow time for students to write and reflect in their Reader's Notebooks. These work individually or in groups to experience writing in a variety of formats. Additionally, responding to text in a thoughtful and creative way. Teachers offer students the opportunity to respond through both talking and writing.   |

| Common Core State Standard • Grade 7  | COMPREHENSION CLUBS • Grade 7   | Speaking and Listening  | Comprehension and Collaboration  | Collaborative discussion   | Speaking and Listening   | Comprehension and Collaboration   | Collaborative discussion  | Speaking and Listening  | Comprehension and Collaboration  | Collaborative discussion  | Speaking and Listening   | Comprehension and Collaboration  | Collaborative discussion | Speaking and Listening | Comprehension and Collaboration | Collaborative discussion | Speaking and Listening | Comprehension and Collaboration | Collaborative discussion | Speaking and Listening | Comprehension and Collaboration | Collaborative discussion |
|---|---|---|--|--|--|---|---|---|--|---|--|--|--------------------------|------------------------|---------------------------------|--------------------------|------------------------|---------------------------------|--------------------------|------------------------|---------------------------------|--------------------------|
| Interest ideas about the book under discussion. IC p. 42-43   | During the Read-Aloud, teachers use the Stopping Points and Prompts to invite students to share thinking. Students can talk with partners or share whole group comments. Teachers help students learn to use active listening and natural turn taking to encourage peer-to-peer talk. IC p. 24  | Speaking and Listening  | Speaking and Collaboration   | Collaborative discussion   | Speaking and Listening   | Speaking and Collaboration  | Collaborative discussion  | Speaking and Listening  | Speaking and Collaboration   | Collaborative discussion  | Speaking and Listening   | Speaking and Collaboration   | Collaborative discussion | Speaking and Listening | Speaking and Collaboration      | Collaborative discussion | Speaking and Listening | Speaking and Collaboration      | Collaborative discussion | Speaking and Listening | Speaking and Collaboration      | Collaborative discussion |
| CCSS.ELA-Literacy.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.  | Teachers remind students to come to book club discussions prepared by recording their questions, observations, and ideas and citing textual evidence in their readers' notebooks. IC p. 16  | CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that reading to refer to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | CCSS.ELA-Literacy.SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | Teachers can record students' thoughts, ideas, and questions on chart paper or available technology to help focus the discussion. IC p. 26 | CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views. | CCSS.ELA-Literacy.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. | CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and the relevance of specific claims, evaluating the soundness of the reasoning and the accuracy of the evidence. | Teachers can choose to end the round of books clubs with a unit theme project. These projects invite the students to continue the conversation about the books, as well as demonstrate what they have learned from exploring the theme or unit of study. Collaborative projects provide an additional layer of meaning and support. IC p. 80. | CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points, and use appropriate eye contact, adequate volume, and clear pronunciation. | Teachers can invite students to present their unit projects in another format or medium. IC p. 80. Grade 7 Unit Project options include the following: book trailer, poetry anthology, visual interpretation, social media profile, movie pitch, hero's journey, op-ed page, investigative report, interview questions, resume, ad campaign, debate, biographical podcasts, interpret mood through art, in-depth comparison, writing style, Dystopia vs. Utopia, Believe It or Not. IC p. 88-93 | CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | Teachers can invite students to present their unit projects in a variety of contexts and appropriate tasks, demonstrating command of formal English when indicated or appropriate. |                          |                        |                                 |                          |                        |                                 |                          |                        |                                 |                          |
| Interests in grade 7 Unit Project options include the following: book trailer, poetry anthology, visual interpretation, social media profile, movie pitch, hero's journey, op-ed page, investigative report, interview questions, resume, ad campaign, debate, biographical podcasts, interpret mood through art, in-depth comparison, writing style, Dystopia vs. Utopia, Believe It or Not. IC p. 88-93 | Teachers can invite students to present their unit projects in another format or medium. IC p. 80. Grade 7 Unit Project options include the following: book trailer, poetry anthology, visual interpretation, social media profile, movie pitch, hero's journey, op-ed page, investigative report, interview questions, resume, ad campaign, debate, biographical podcasts, interpret mood through art, in-depth comparison, writing style, Dystopia vs. Utopia, Believe It or Not. IC p. 88-93 | CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and situations, demonstrating command of formal English when indicated or appropriate.   |  |  |  |   |   |   |  |   |  |  |                          |                        |                                 |                          |                        |                                 |                          |                        |                                 |                          |