

CT Framework Standard 1: Reading and Responding

**Overarching Idea:** Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

**Essential Question:** *How do we understand what we read?*

**1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	I	T	R	Instructional Focus
a. Activate prior knowledge and establish purposes for reading, and adjust the purposes while reading. (A4)	<p>Activate schema.</p> <p>Generate questions.</p> <p>Select and apply an effective strategy for approaching reading based on the type of text and purpose for reading.</p>		X		<ul style="list-style-type: none"> <li>▪ Activate prior knowledge of content, and fiction and non-fiction text structures to establish and adjust purposes for reading.</li> <li>▪ Make predictions before reading based on prior knowledge of the topic, author, or genre.</li> <li>▪ Use various graphic organizers to organize thinking. (e.g., semantic mapping, anticipation guide)</li> <li>▪ Set purpose for reading and articulate a plan for monitoring own comprehension.</li> </ul>
b. Monitor comprehension and apply appropriate strategies when understanding breaks down. (A4, A5)	<p>Clarify for understanding.</p> <p>Utilize during reading strategies to monitor comprehension.</p> <p>Select and apply an effective strategy for approaching their reading based on the type of text and purpose for reading</p>		X		<ul style="list-style-type: none"> <li>▪ Make, confirm, and revise predictions during reading based on prior knowledge and evidence from the text (e.g., text structure, paraphrase, connect to schema, synthesize ideas)</li> <li>▪ Use questioning strategies to comprehend text.</li> <li>▪ Create elaborated images based on clues in the text to enhance comprehension.</li> <li>▪ Monitor understanding of text using fix-up strategies (e.g., reread, think about meaning, reading on, sub-vocalizing, adjusting reading rate)</li> </ul>

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

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b. Monitor comprehension and apply appropriate strategies when understanding breaks down (continued).	(continued)				<ul style="list-style-type: none"> <li>Identify text structure prior to reading (compare-contrast; description; sequence; etc.)</li> </ul>
c. Organize information in proper sequence to use in a summary. (A3)	<p>Distinguish between relevant and irrelevant details.</p> <p>Select, organize, and synthesize relevant information from text to generate a summary.</p>		X	X	<ul style="list-style-type: none"> <li>Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text.</li> <li>Summarize the plot/message in multi-cultural literature/narrative texts.</li> <li>Analyze/ synthesize text to summarize information.</li> </ul>
d. Identify, use and explain text structures. (B1)	<p>Identify text structure.</p> <p>Match graphic organizer to text structure.</p> <p>Use knowledge of text structure to select an appropriate graphic organizer.</p>			X X X	<ul style="list-style-type: none"> <li>Recognize and use text organizational structures (sequential order, description, comparison and contrast, cause and effect, and main idea and details) to aid comprehension.</li> <li>Select from or create own text structure graphic organizers (e.g. Venn diagram; web; outline; sequence charts) to organize notes and comprehension from non-fiction selections.</li> </ul>
e. Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. (B2, B3)	<p>Revise and confirm predictions.</p> <p>Draw valid conclusions.</p> <p>Support conclusions with text evidence.</p>		X X	X	<ul style="list-style-type: none"> <li>Draw and justify conclusions from text based on evidence.</li> <li>Cite relevant passages from text to confirm or defend predictions and inferences.</li> </ul>
f. Make and justify inferences from explicit and/or implicit information. (A2)	<p>Make valid inferences using prior knowledge and text evidence.</p> <p>Support inferences with text evidence and prior knowledge.</p>		X X		<ul style="list-style-type: none"> <li>Distinguish difference between stated and implied information.</li> <li>Make inferences to construct meaning.</li> <li>Make and support judgments about inferences</li> </ul>

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**Overarching Idea:** Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

**Essential Question:** *How do we understand what we read?*

**1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Generate and respond to questions. (A2, A3, C2)	<p>Identify a variety of question-answer relationships.</p> <p>Generate a variety of questions that demonstrate an understanding of the text.</p> <p>Support answers with text evidence.</p>			<p><b>X</b></p> <p><b>X</b></p> <p><b>X</b></p>	<ul style="list-style-type: none"> <li>▪ Identify types (e.g., open-ended, closed) and levels of questions</li> <li>▪ Generate questions before, during and after reading.</li> <li>▪ Use Q.A.R. strategies of right there, think and search, on my own, and author and me.</li> <li>▪ Synthesize (using multiple strategies/multiple sources for new insight) to comprehend and respond to text and self/teacher-generated questions.</li> </ul>
b. Interpret information that is implied in a text. (B3)	<p>Make valid inferences supported by text.</p> <p>Justify inferences by selecting evidence from text (add to 6-8).</p> <p>Draw conclusions about story elements.</p> <p>Identify author's purpose and bias within a text.</p>		<p><b>X</b></p> <p><b>X</b></p> <p><b>X</b></p> <p><b>X</b></p>	<ul style="list-style-type: none"> <li>▪ Make and justify inferences from explicit and/or implicit information in text about theme, character traits, conflict, mood, tone, foreshadowing, etc.</li> <li>▪ Cite passages from text to confirm or defend predictions and inferences.</li> <li>▪ Explain various sub-genres of literary fiction based upon their characteristics (e.g., science fiction, fantasy, myths, legends, etc.).</li> </ul>	

**1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Distinguish between fact and opinion. (B1)	Identify key words/ phrases common to fact/ opinion statements.  Identify facts/ opinions embedded in texts.			X	<ul style="list-style-type: none"> <li>▪ Distinguish between fact (can be documented) and opinion</li> <li>▪ Identify how an author's bias may influence the presentation of information.</li> </ul>
d. Make and support judgments about text. (B3, D2)	Find and interpret evidence from text in order to make a judgment.  Synthesize information order to make a judgment about text.  Reflect on text to make judgments about its meaning and quality.		X	X	<ul style="list-style-type: none"> <li>▪ Use multiple sources of information (in and beyond the text) to make and support judgments about text quality (e.g., accuracy of text, quality of author's craft, etc.).</li> <li>▪ Take a position regarding a topic/ issue in text read, heard, or viewed and support it with evidence from the text.</li> </ul>
e. Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections. (C1, C2)	Use prior knowledge to make meaningful text connections.  Identify and select relevant information within text to support text connections.		X	X	<ul style="list-style-type: none"> <li>▪ Connect current events, prior knowledge, global perspectives, and personal experiences to characters, events, and information within and across various types of texts.</li> <li>▪ Explain how personal, text, and world connections impacts understanding of texts</li> </ul>
f. Identify and discuss the underlying theme or main idea in text. (A1)	Identify common themes found in fictional texts.  Determine main idea(s) in nonfiction/informational text.  Determine themes found in fictional text.			X	<ul style="list-style-type: none"> <li>▪ Discriminate information to determine main idea (vs. details) in texts.</li> <li>▪ State both literal and/or inferred main ideas and/or themes and provide supporting text-based details.</li> <li>▪ Identify common recurring themes in literature, as well as in books by the same author or different authors (e.g., love, friendship, and good versus evil, prejudice) and support with evidence from the text.</li> </ul>

**1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
g. Choose a variety of genres to read for personal enjoyment.	Determine genre-specific characteristics to select books to read.  Read a variety of genres.		<b>X</b>	<b>X</b>	<ul style="list-style-type: none"> <li>▪ Identify genre-specific constructs.</li> <li>▪ Choose a variety of genre to read, hear, view, and write for personal enjoyment.</li> <li>▪ Recommend books to others and explain the reason for the recommendation.</li> <li>▪ Set reading goals, create a plan to meet those goals, and monitor progress.</li> <li>▪ Maintain a book title log, including genre and author.</li> </ul>

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**1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	I	T	R	Instructional Focus
a. Use phonetic, structural, syntactical and contextual clues to read and understand words. (A5)	Use structural analysis to decode and understand the meaning of unknown words.  Use context clues to decode and understand the meaning of unknown words.			X   X	<ul style="list-style-type: none"> <li>▪ Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words, including content words and contextual clues (including syntax).</li> </ul>
b. N/A					
c. Analyze the meaning of words and phrases in context. (A5)	Use context clues to understand vocabulary words and phrases.  Identify subtle differences in word meanings.  Use context clues to determine the meaning of commonly confused words.			X  X  X	<ul style="list-style-type: none"> <li>▪ Analyze the meaning of words in context.</li> <li>▪ Use prior knowledge, text context clues, and graphic features of text to predict, clarify, and/ or expand word meanings and concepts.</li> <li>▪ Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., process, procession)</li> <li>▪ Use structural analysis to understand new words and concepts in text.</li> <li>▪ Use word origins to determine the meaning of unknown words.</li> </ul>

**1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Develop new vocabulary through listening, speaking, reading and writing. (A5)	Use strategies to develop an extensive vocabulary.  Incorporate new vocabulary when communicating orally and in writing.			<b>X</b>  <b>X</b>	<ul style="list-style-type: none"> <li>▪ Use dictionaries, thesauruses, and glossaries to find or confirm word meanings.</li> <li>▪ Use new vocabulary in oral and written communication.</li> <li>▪ Recognize colloquial language and slang.</li> <li>▪ Use appropriate language (i.e., formal vs. informal) orally and in writing.</li> </ul>
e. Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.). (A5)	Use definition strategies to understand the meaning of words in content areas.  Use contextual, syntactic, and structural analysis strategies to decode and understand the meaning of content vocabulary.		<b>X</b>  <b>X</b>		<ul style="list-style-type: none"> <li>▪ Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text.</li> </ul>
f. Read with fluency.	Read grade level texts with fluency.			<b>X</b>	<ul style="list-style-type: none"> <li>▪ Read aloud grade-level informational/ expository text and literary/ narrative text accurately, using appropriate pacing, fluency, phrasing, and expression.</li> <li>▪ Adjust reading rate based on purpose, text difficulty, and prior knowledge.</li> </ul>

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**Essential Question:** *How do we understand what we read?*

**1.4 Students communicate with others to create interpretations and evaluations of written, oral, and visual texts.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	I	T	R	Instructional Focus
a. Respond to the ideas of others and recognize the validity of differing views. (D2, D3)	Identify and evaluate the authors' or speakers' points of view.  Communicate with others to understand that a single text may elicit a wide variety of responses.  Develop personal response to a text / an author's point of view and provide support for one's conclusions.  Synthesize perspectives and responses in discussion to confirm and/or reevaluate one's conclusions.		X  X  X  X		<ul style="list-style-type: none"> <li>▪ Play a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator)</li> <li>▪ Ask questions to seek elaboration and clarification of ideas</li> <li>▪ Reflect on what has been learned after reading and formulates ideas, opinions, and personal responses to texts</li> <li>▪ Pose questions, listen to the ideas of others, and contribute own information to group discussions, panel discussions and interviews.</li> </ul>
b. Persuade listeners about judgments and opinions of works read, written and viewed. (A2, D2, D3)	Develop valid conclusions about themes or information in a text and provide support to convince others of that position.			X	<ul style="list-style-type: none"> <li>▪ State and maintain a focused, firm judgment or point of view and offer text-based reasons when convincing others of the validity of a personal opinion about texts.</li> <li>▪ Share opinions and judgments with others based on texts, both orally and in writing.</li> </ul>



2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Discuss what makes a text engaging and appealing to a reader. (C1, C2)	State an opinion about a text or element of the text using information from the text as support.			<b>X</b>	<ul style="list-style-type: none"> <li>▪ Explain how the author’s use of word choice, sentence structure and length, literary devices, and/ or other elements influences an audience.</li> <li>▪ Determine the author’s target audience and cite examples of details, facts, and/ or arguments that appeal to that audience.</li> <li>▪ Incorporate personal response when determining the appeal of a text.</li> </ul>
d. Identify and analyze literary techniques that an author uses that contribute to the meaning and appeal of texts. (B2)	<p>Identify literary techniques that an author uses that contribute to the meaning and appeal of texts.</p> <p>Analyze the author’s use of literary techniques that contribute to the meaning and impact the appeal of texts.</p>		<b>X</b>	<b>X</b>	<ul style="list-style-type: none"> <li>▪ Identify, discuss, and evaluate elements of author’s craft, including humor, point of view, simile, metaphor, personification, imagery, word choice, onomatopoeia, and style.</li> <li>▪ Identify and evaluate use of literary devices such as irony and sarcasm and explain how they make the story more interesting and/ or convey a message.</li> <li>▪ Identify literary techniques that contribute to the meaning and aesthetic value of texts (e.g., simile, personification, humor, metaphor, idiom, imagery, exaggeration, and dialogue) and explain how they convey a message and/or make the story more appealing.</li> </ul>

CT Framework Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

**2.2 Students explore multiple responses to literature.**

**Students will:**

CT LA Framework/ CMT Strand	Mansfield Grade 7 Curriculum Objectives	I	T	R	Instructional Focus
a. Develop and defend multiple responses while reading, listening or viewing texts. (A3, D2)	<p>Develop multiple responses by raising questions about text and story parts.</p> <p>Participate in discussions to listen to alternative viewpoints.</p> <p>Identify changes in personal responses as a text develops.</p> <p>Use individual connections and relevant text references to defend multiple responses to literature.</p>			<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<ul style="list-style-type: none"> <li>▪ Written responses to literature (e.g., respond to significant issues in a log or journal, answer discussion questions, anticipate and answer a reader's questions, write a summary of a book, describe an initial impression of a text, state an interpretive, evaluative, or reflective position; draw inferences about the effects of the work on an audience)</li> <li>▪ Participate in discussions.</li> <li>▪ Make oral presentations (e.g., use notes and outlines; use organizational pattern that includes preview, introduction, body, transitions, conclusion; use a clear point of view; use evidence and arguments to support opinions; use visual media) about texts read, heard or viewed.</li> <li>▪ State initial, individual response to literature and compare to the responses of peers. Later explain whether or not initial response is confirmed or changed.</li> <li>▪ Use evidence from multiple sources (individual experiences, text(s), and discussion) to support positions taken.</li> </ul>

**2.2 Students explore multiple responses to literature.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Develop a critical stance and cite evidence to support the stance. (B3, C2, D2)	Use stated or implied evidence from the text to draw and/or support a conclusion.		<b>X</b>		<ul style="list-style-type: none"> <li>▪ Draw a conclusion from grade-level text about what is the most important idea the author is trying to make in the story/ poem/ selection.</li> <li>▪ Using multiple sources of information (in and beyond the text), select criteria upon which to take a critical stance about text quality (e.g., accuracy of text, quality of author's craft, historical context etc.)</li> <li>▪ Evaluate the quality and value of a text based on self-selected or identified criteria.</li> </ul>

CT Framework Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

**2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.**

**Students will:**

CT LA Framework/ CMT Strand	Mansfield Grade 7 Curriculum Objectives	I	T	R	Instructional Focus
a. Discuss and analyze how characters deal with diversity of human experience and conflict. (C1)	<p>Identify various character responses to different situations including conflict.</p> <p>Connect these responses to other cultural experiences and historical periods.</p> <p>Analyze author's means and skill in presenting the diversity of human experience and conflict.</p> <p>Compare and evaluate authors' presentation of the diversity of human experience and conflict.</p>		X		<ul style="list-style-type: none"> <li>▪ Analyze how characters in a text deal with diversity (e.g., culture, ethnicity) and conflicts of human experience; relating these to real life situations and to characters from other books or films.</li> <li>▪ Compare and contrast the diversity of human experience and conflict from the point of view of two different characters, cultures within or across texts and readers' responses.</li> <li>▪ Compare, contrast and evaluate author's means and skill in presenting the diversity of human experience and conflict.</li> </ul>
b. Compare and contrast ideas, themes, and/or issues across classical and contemporary texts. (A1, D3)	<p>Determine main ideas and themes from a variety of texts.</p> <p>Compare and contrast authors' perspectives across a variety of texts.</p> <p>Evaluate the author's craft and perspectives with support from personal, cultural, and historical knowledge.</p>		X		<ul style="list-style-type: none"> <li>▪ Find the similarities and differences in how an idea or concept is expressed in multiple texts.</li> <li>▪ Find similarities and differences within and between texts using text-based evidence (e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and editorial).</li> </ul>

2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Compare and contrast ideas, themes, and/or issues across classical and contemporary texts. (A1, D3) (continued).	(continued)				<ul style="list-style-type: none"> <li>▪ Interpret cause and effect relationships within a text (e.g., how the time period of the novel affects the character's behavior).</li> <li>▪ Consider the historical and cultural contexts in which an author created the text, and their impact on meaning.</li> </ul>
c. Compare, respond and interpret texts that represent many multicultural experiences. (C2, D3)	<p>Listen to and/ or read a variety of texts that emphasize values, customs, ethics, and beliefs in order to understand a multi-cultural world.</p> <p>Make valid inferences and draw conclusions about the values, customs, and beliefs of cultures, with support from the text(s).</p> <p>Compare the information from multicultural texts to personal experiences, other texts, and the world.</p> <p>Select, synthesize, and use relevant information to personally respond to and interpret text.</p> <p>Incorporate interdisciplinary knowledge of a culture to compare, respond to and interpret text</p>		<p style="text-align: center;"><b>X</b></p>	<p style="text-align: center;"><b>X</b></p>	<ul style="list-style-type: none"> <li>▪ Understands similarities and differences within and among literary works from various genre and cultures (e.g., in terms of settings, attitude, beliefs, behaviors, customs, events, point of view; role of natural phenomena).</li> <li>▪ Demonstrate an awareness of how an author presents values, customs, ethics, and beliefs in a text.</li> <li>▪ Recognize the impact of individual experience and bias on the reader's reaction to text and construction of meaning.</li> </ul>

**CT Framework Standard 2: Exploring and Responding to Literature**

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

**2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.**

**Students will:**

CT LA Framework/ CMT Strand	Mansfield Grade 7 Curriculum Objectives	I	T	R	Instructional Focus
a. Evaluate an author’s values, ethics and beliefs included in many texts. (D1, D3)	Demonstrate an awareness of an author’s or character’s customs and beliefs included in a text.  Analyze and evaluate the author’s craft, including use of literary devices and textual elements.		X		<ul style="list-style-type: none"> <li>Identify, explain, and evaluate when and how an author uses opinion vs. fact to make a point.</li> <li>Understand how the author’s experiences, values, ethics, and beliefs influence text.</li> </ul>
b. Discuss how the experiences of an author might influence the text. (D3)	Demonstrate an awareness of how the author’s experiences, customs, and beliefs can influence the text.		X		<ul style="list-style-type: none"> <li>Understand how the social, cultural and historical context contributes to an author’s perspective and how the author presents those experiences, customs, and beliefs in the text (through characters, plot, conflict, etc.).</li> </ul>
c. Discuss how the experiences of a reader influence the interpretation of a text. (B3, C1)	Make connections between the text and outside experiences and knowledge.  Select, synthesize, and use relevant information to discuss a text.		X		<ul style="list-style-type: none"> <li>Identify, discuss, and explain how a reader’s experiences, customs, and beliefs influence his/her interpretation of the text.</li> </ul>

**2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Analyze and evaluate themes and connections that cross cultures. (D2, D3)	Identify multicultural themes.  Compare and contrast multicultural themes across texts.  Connect personal experiences and knowledge to multicultural themes.  Evaluate author's effectiveness in presenting multicultural themes.		X  X  X		<ul style="list-style-type: none"> <li>▪ Read, view, analyze, and discuss a variety of multicultural texts.</li> <li>▪ Explore and express personal connections to multicultural texts, both orally and in writing.</li> <li>▪ Take a critical stance on the author's means and skills in presenting multicultural themes.</li> </ul>
e. Interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature. (C2, D3)	Interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature.		X		<ul style="list-style-type: none"> <li>▪ Demonstrate an awareness of an author's or character's customs and beliefs included in text.</li> <li>▪ Select, synthesize, and/or use relevant information orally or within a written work to write a personal response to text.</li> <li>▪ Select, synthesize, and/or use relevant information within a written work(s) to extend or evaluate the work(s).</li> </ul>
f. Evaluate how authors, illustrators and filmmakers express political and social issues. (D1, D3)	Analyze how authors, illustrators and filmmakers express political and social issues.		X		<ul style="list-style-type: none"> <li>▪ Describe the intended effects of persuasive devices and propaganda techniques (e.g., bandwagon, exaggerated claims, peer pressure, repetition, and testimonials/ endorsements)</li> <li>▪ Identify and explain the author's purpose for writing a particular text.</li> <li>▪ Know characteristics of a wide range of media (e.g., television news favors messages that are immediate and visual, news photographs favor messages with an emotional component)</li> </ul>

**2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.**

**Students will:**

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f. Evaluate how authors, illustrators and filmmakers express political and social issues. (D1, D3)	(continued)				<ul style="list-style-type: none"> <li>▪ Understand how the type of media affects coverage of events or issues (e.g., how the same event is covered by the radio, television, and newspapers; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events).</li> <li>▪ Understand techniques used in visual media to influence or appeal to a particular audience (e.g., production techniques, such as designing a news program as entertainment; persuasive techniques, such as glittering generalities; subliminal messages; narrative style).</li> </ul>

**CT Framework Standard 3: Communicating with Others**

**Overarching Idea:** Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

**Essential Question:** *How do we write, speak, and make presentations effectively?*

**3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use oral language with clarity and voice to communicate a message.	Use oral language skills effectively.		<b>X</b>		<ul style="list-style-type: none"> <li>▪ Use oral language with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.</li> <li>▪ Produce texts for oral responses/presentations that demonstrate organizational strategies and/or sequencing.</li> <li>▪ Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</li> <li>▪ Make oral presentations that show appropriate consideration of audience, purpose, and information to be conveyed</li> </ul>
b. Listen to or read a variety of genres to use as models for writing in different modes. (CMT writing prompt)	Identify and analyze the characteristics of text as models of writing.  Listen to or read a variety of genre to use as models for writing.		<b>X</b>		<ul style="list-style-type: none"> <li>▪ Identify strengths in exemplar models to emulate in various genres.</li> <li>▪ Write in forms associated with specific tasks (letter format) or purposes (e.g., persuasive), short stories, poetry, research, etc.</li> </ul>

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Use the appropriate features of persuasive, narrative, expository or poetic writing.	Demonstrate strong organizational strategies and craft appropriate to the selected mode of writing.		<b>X</b>		<ul style="list-style-type: none"> <li>▪ Use the appropriate features of narrative, expository, persuasive, journalistic, poetic, and additional creative formats when writing, speaking and presenting.</li> <li>▪ Include more than one mode within a piece to address a purpose (e.g., descriptive details or narrative anecdote within and explanation).</li> <li>▪ Include more than one form/genre in a single piece (e.g., a report about global issues that includes captions with pictures, charts, and a journal excerpt).</li> <li>▪ <b>Recount:</b> memoirs</li> <li>▪ <b>Narrative:</b> fantasy, science fiction, myths</li> <li>▪ <b>Report:</b> note taking, research report, literary analysis including theme</li> <li>▪ <b>Explanation</b></li> <li>▪ <b>Persuasive:</b> essays that persuade, incorporate research and information</li> <li>▪ <b>Poetry:</b> limericks and other classical formats</li> </ul>

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Write to delight in the imagination.	Produce a variety of written work in various modes.		X		<ul style="list-style-type: none"> <li>▪ <b>Writer’s Workshop:</b> self-selected topics and genres.</li> <li>▪ Identify and develop ways to improve writing.</li> <li>▪ <b>Ideas:</b> elaborate and extend ideas; support with details, facts, or statistics when appropriate; target to specific audiences; develop characters, settings, and themes.</li> <li>▪ <b>Organization:</b> cohesive paragraphs and structure; effective transitions; appropriate to mode; effective introductions and conclusions; integrated support for ideas.</li> <li>▪ <b>Word Choice:</b> varied and appropriate to purpose of writing.</li> <li>▪ <b>Voice:</b> varied and appropriate to purpose of writing and audience.</li> <li>▪ <b>Fluency:</b> variety of sentence lengths and structure with rhythm and cadence appropriate to mode.</li> <li>▪ <b>Conventions:</b> strong, independent use of mechanics, spelling, and usage.</li> </ul>

CT Framework Standard 3: Communicating with Others

**Overarching Idea:** Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

**Essential Question:** *How do we write, speak, and make presentations effectively?*

**3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	I	T	R	Instructional Focus
a. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	Write for a specific purpose.  Take a clear and thoughtful position and provide persuasive support and/or appropriate details, depending on the mode.  Use a format appropriate to audience, purpose, and task		X  X  X		<ul style="list-style-type: none"> <li>▪ Determine purpose, and audience, and choose and appropriate written, oral or visual format.</li> </ul>
b. Apply the most effective processes to create and present a written, oral or visual piece. (C2)	Identify purpose and mode of writing.  Identify and use process to communicate ideas in text: planning, drafting, revising, editing, and publishing.		X  X		<ul style="list-style-type: none"> <li>▪ <b>Planning:</b> and using appropriate organizer for mode of writing (brainstorm, web, outline, t-chart, etc.)</li> <li>▪ <b>Drafting:</b> refer to prewriting plan; draft by hand and/or electronically; reread text and continue draft over time. <b>Reflecting:</b> identify author's craft in peers' and own writing; explains strengths and weaknesses of own writing using criteria (e.g., rubrics, anchor papers, checklists, 6-trait scoring guides).</li> </ul>

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Revise texts for organization, elaboration, fluency and clarity. (Editing and Revising)	Draft and revise texts for organization, elaboration, fluency and clarity.		X		<ul style="list-style-type: none"> <li>▪ <b>Revising:</b> revise texts for content, organization, and tone (e.g., topic sentence, run-ons, awkward construction, word choice, content and ideas, voice).</li> </ul>
d. Research information from multiple sources for a specific purpose. (C2)	<p>Understand that there are multiple sources available.</p> <p>Research information from multiple sources for a specific purpose.</p> <p>Organize and synthesize information from multiple sources.</p> <p>Identify process to cite sources appropriately and identify elements of plagiarism.</p>			X	<ul style="list-style-type: none"> <li>▪ Describe and select the most effective course of action for addressing the essential question.</li> <li>▪ Identify keywords, with minimal assistance, for searching information sources.</li> <li>▪ Identify and discuss existing knowledge concerning a given information task.</li> <li>▪ Identify and select, with assistance, appropriate sources of information for a specific purpose</li> <li>▪ Demonstrate the ability to extract selected information from a wide variety of resources.</li> <li>▪ Use own words for note taking and presentation and appropriately cite sources (avoid plagiarism).</li> </ul>

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Evaluate the validity and authenticity of primary and secondary sources of information.	Discuss the criteria for evaluating sources.  Evaluate the validity and authenticity of sources of information.		X		<ul style="list-style-type: none"> <li>▪ Examine text for relevancy (e.g. date of publication, bias of author, organization of text).</li> <li>▪ Demonstrate critical viewing skills by selecting and analyzing media.</li> <li>▪ Identify whether multimedia information is accurately presented.</li> <li>▪ Discern stereotypes, biases, and propaganda techniques in information resources.</li> </ul>
f. Publish and/or present final product in a myriad of ways including the use of art and technology.	Publish and/or present final products in a variety of ways.  Use visuals and technology, as appropriate, to produce and/ or support presentations.		X		<ul style="list-style-type: none"> <li>▪ <b>Publishing/Presenting:</b> publish or present final products in a variety of ways (e.g., trifold, art, music, display, brochure, informational posters; PowerPoint; iMovies, Podcasts); publish using a range of graphics an illustrative material (e.g., photos, charts, graphs, diagrams, maps); publish in appropriate form (e.g., slide show) and format (e.g., slide layout, color, font, key words and phrase instead of whole sentences) for visual and dramatic presentations and use different technologies to produce final product.</li> </ul>

**CT Framework Standard 4: English Language Conventions**

**Overarching Idea:** Students apply the conventions of Standard English in oral and written communication.

**Essential Question:** *How do we use the English language appropriately to speak and write?*

**4.1 Students use knowledge of their language and culture to improve competency in English.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used. (C1)	Read, listen to, and tell stories from a variety of cultures.  Identify similarities and differences in the way language is used.			<b>X</b>  <b>X</b>	<ul style="list-style-type: none"> <li>▪ Understand that language reflects different regions and cultures (e.g., sayings; expressions; usage; oral traditions and customs; historical, geographical, and societal influences on language)</li> <li>▪ Analyze and evaluate the author's craft, including the use of literary devices and textual elements.</li> </ul>
b. Recognize and understand variations between language patterns used in their homes and in school.	Use Standard English.  Determine when a particular pattern is appropriate to use in speaking and/or writing.  Notice similarities and differences in vocabulary and language structure.			<b>X</b>  <b>X</b>  <b>X</b>	<ul style="list-style-type: none"> <li>▪ Analyze how dialects are reflected in slang, jargon, and language styles of different groups and individuals.</li> <li>▪ Understand the ways in which language differs across a variety of social situations (e.g., formal and informal speech in different social situations, use of jargon by sports commentators to make listeners feel like insiders).</li> </ul>

CT Framework Standard 4: English Language Conventions

**Overarching Idea:** Students apply the conventions of Standard English in oral and written communication.

**Essential Question:** *How do we use the English language appropriately to speak and write?*

**4.2 Students speak and write using standard language structures and diction appropriate to the audience and task.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use sentence patterns typical of spoken and written language to produce text. (Editing and Revising)	Use sentence patterns of spoken and written language to produce text.		X		<ul style="list-style-type: none"> <li>▪ Speak and write in complete sentences to communicate a message.</li> <li>▪ Use poetic devices, rhythm, cadence, and syllabication to emphasize meaning with sound devices.</li> <li>▪ Vary sentence length, patterns, and structure (simple, compound, compound-complex).</li> </ul>
b. Evaluate the impact of language as related to audience and purpose.	Evaluate the impact of language as related to audience and purpose.		X		<ul style="list-style-type: none"> <li>▪ Evaluate strategies used by speakers in text (e.g., persuasive techniques, verbal messages supported by nonverbal techniques, effect of word choice, use of slanted or biased material).</li> <li>▪ Anticipate audience's questions and write accordingly by adjusting tone, content, diction, etc.</li> <li>▪ Use oral language with clarity, voice and fluency to communicate ideas, judgments, and opinions in presentations and performances.</li> </ul>

**CT Framework Standard 4: English Language Conventions**

**Overarching Idea:** Students apply the conventions of Standard English in oral and written communication.

**Essential Question:** *How do we use the English language appropriately to speak and write?*

**4.3 Students use Standard English.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize the difference between Standard and Non-Standard English and use language appropriately. (Editing and Revising)	Recognize the difference between Standard and Non-Standard English and use language appropriately.		<b>X</b>		<ul style="list-style-type: none"> <li>▪ Revise and edit for sentence fluency, word choice, usage, and mechanics.</li> <li>▪ Identify intended audience and use appropriate tone, vocabulary, and diction.</li> </ul>
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (Editing and Revising)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate.		<b>X</b>		Use appropriate: <ul style="list-style-type: none"> <li>▪ subject-verb agreement</li> <li>▪ consistent person</li> <li>▪ verb tense</li> <li>▪ pronoun-antecedent agreement</li> <li>▪ capitalization</li> <li>▪ punctuation</li> <li>▪ quotation</li> <li>▪ apostrophe usage / dialogue</li> <li>▪ spelling</li> </ul> Correct common problems in usage (a/an), including homophones: (they're/their/there; to/too/two; good/well; it's/its; wear/we're).

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 7 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Use resources for proofreading and editing. (Editing and Revising)	<p>Engage in peer, self, and teacher conferences for proofreading and editing.</p> <p>Use dictionaries, thesauruses, and other writing/style handbooks (e.g. Write Source 2000) for guidance.</p> <p>Use computer tools (spell or grammar check) wisely and responsibly.</p>		<p><b>X</b></p> <p><b>X</b></p> <p><b>X</b></p>		<ul style="list-style-type: none"> <li>▪ <b>Select appropriate resources to help with editing:</b> Identify and correct errors in conventions: edit texts for capitalization (e.g., common nouns, titles of people, letter opening and closing), punctuation (e.g., end marks, apostrophe), usage (e.g., subject/verb agreement, pronoun reference), spelling grade appropriate words; use multiple resources regularly (e.g., dictionary peers, adult, thesaurus), proofread final draft for errors.</li> </ul>