

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature
 W = Writing
 OLLS = Oral Language, Listening, and Speaking
 V = Visual Literacy

RF = Foundational Skills
 RL = Literature
 W = Writing

RI = Informational Reading
 SL = Speaking and Listening
 L = Language Standards

PASS		SEVENTH GRADE		CCSS		
Strand	Standard #	Standard		Strand	Standard #	Standard
RL	Main	Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.				
RL	1	Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.		W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.

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RL	1	Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	L	6	Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RL	1	Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	RI	4	Craft and Structure: 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.
RL	1.1	Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	RL	4	Craft and Structure: 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.
RL	1.1	Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
RL	1.1	Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	L	4	Vocabulary Acquisition and Use: 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.
RL	1.2.a	Word Origins: Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.			

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RL	1.2.b	Word Origins: Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.	L	4.b	Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
RL	1.3.a	Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Idioms: expressions that cannot be understood just by knowing the meaning of the words in the expression, such as <i>the apple of his eye</i> or <i>beat around the bush</i> .			
RL	1.3.b	Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Analogies: comparisons of the similar aspects of two different things	L	5.b	Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
RL	1.3.c	Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Metaphors: implies comparisons, such as, The street light was my security guard.	RL	4	Craft and Structure: 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.
RL	1.3.c	Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Metaphors: implies comparisons, such as, The street light was my security guard.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	1.3.d	Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Similes: comparisons that use like or as, such as A gentle summer breeze feels like a soft cotton sheet.	RL	4	Craft and Structure: 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.

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RL	1.3.d	Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Similes: comparisons that use like or as, such as A gentle summer breeze feels like a soft cotton sheet.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	2	Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.			
RL	2.1	Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate tone, change in voice, and expression			
RL	2.2	Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).			
RL	2.3	Increase silent reading speed and comprehension through daily independent reading.			
RL	2.4	Read silently for increased periods of time.			
RL	2.5	Use punctuation as a cue for pausing and characterization while reading.			

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RL	3	Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.	RL	1	Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.1.a	Literal Understanding: Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level. Determine the purpose for reading such as to be informed, entertained, or persuaded.			
RL	3.1.b	Literal Understanding: Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).	W	3.c	Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
RL	3.1.c	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from text.	RL	1	Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.1.c	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from text.	RL	10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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RL	3.1.c	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from text.	RI	10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL	3.2.a	Inference and Interpretation: Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.	RL	2	Key Ideas and Details: 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.
RL	3.2.a	Inference and Interpretation: Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.	RI	1	Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.2.b	Inference and Interpretation: Make inferences supported by a character's thoughts, words, and actions or the narrator's description.	RI	1	Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.3.a	Summary and Generalization: Summarize the main idea and how it is supported with specific details.	RI	2	Key Ideas and Details: 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.
RL	3.3.b	Summary and Generalization: Recall major points in the text and make and revise predictions.	RL	2	Key Ideas and Details: 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.
RL	3.4.b	Analysis and Evaluation: Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.	RI	2	Key Ideas and Details: 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.
RL	3.4.c	Analysis and Evaluation: Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.	RL	3	Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL	3.4.c	Analysis and Evaluation: Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.	RI	3	Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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RL	3.4.d	Analysis and Evaluation: Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.			
RL	3.4.e	Distinguish between stated fact, reasoned judgment, and opinion in text.			
RL	3.5.a	*Monitoring and Correction Strategies: Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or search for content when needed.			
RL	3.5.b	*Monitoring and Correction Strategies: Make, confirm, and revise predictions when reading.			
RL	3.5.c	*Monitoring and Correction Strategies: Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.			
RL	4	Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.			
RL	4.1.a	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	RL	9	Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RL	4.1.b	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature: Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.			

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RL	4.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.			
RL	4.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify and explain techniques of direct and indirect characterization in fiction.			
RL	4.2.c	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Describe how the author's perspective, argument, or point of view affects the text.	RL	6	Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL	4.2.c	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Describe how the author's perspective, argument, or point of view affects the text.	RI	5	Craft and Structure: 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.
RL	4.2.c	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Describe how the author's perspective, argument, or point of view affects the text.	RI	6	Craft and Structure: 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.
RL	4.2.d	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Analyze inferred and recurring themes in literary works, (e.g., bravery, loyalty, historical).			

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RL	4.3.a	Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work: Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.	L	5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
RL	4.3.b	Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work: Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.	RL	5	Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL	4.3.c	Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work: Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	RL	4	Craft and Structure: 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.
RL	4.3.c	Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work: Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	RL	5	Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL	4.4.a	*Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate works of literature and the historical context in which they were written.			
RL	4.4.b	*Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate literature from various cultures to broaden cultural awareness.			
		*Literary Works - The student will read and respond to historically and culturally significant works of literature: Compare similar characters, settings, and themes from varied literary traditions.			

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RL	5	Standard 5: Research and Information - The student will conduct research and organize information.	W	8	Research to Build and Present Knowledge: 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.
RL	5.1.a	Accessing Information - Select the best source for a given purpose: Use card catalogs and computer databases to locate sources for research topics.	W	8	Research to Build and Present Knowledge: 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.
RL	5.1.a	Accessing Information - Select the best source for a given purpose: Use card catalogs and computer databases to locate sources for research topics.	L	4.c	Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
RL	5.1.b	Accessing Information - Select the best source for a given purpose: Access a variety of primary and secondary sources to locate information relevant to research questions.	W	7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
RL	5.1.b	Accessing Information - Select the best source for a given purpose: Access a variety of primary and secondary sources to locate information relevant to research questions.	L	4.c	Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
RL	5.1.b	Accessing Information - Select the best source for a given purpose: Access a variety of primary and secondary sources to locate information relevant to research questions.	L	4.d	Vocabulary Acquisition and Use: 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).

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RL	5.1.c	Accessing Information - Select the best source for a given purpose: Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).	L	5.c	Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
RL	5.1.d	Accessing Information - Select the best source for a given purpose: Use organizational strategies as an aid to comprehend increasingly difficult content material.			
RL	5.1.e	Accessing Information - Select the best source for a given purpose: Note instances of persuasion, propaganda, and faulty reasoning in text.	W	1.b	Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
RL	5.1.f	Accessing Information - Select the best source for a given purpose: Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.			
RL	5.2.a	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).	RI	9	Integration of Knowledge and Ideas: 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.
RL	5.2.b	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Interpret and use graphic sources of information such as graphs, maps, timelines, or tables to address research questions.			
RL	5.2.c	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.	RI	8	Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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RL	5.2.c	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.	RI	9	Integration of Knowledge and Ideas: 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.
RL	5.2.c	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.	L	4.d	Vocabulary Acquisition and Use: 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).
RL	5.2.d	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Determine the appropriateness of an information source for a research topic.	RI	8	Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RL	5.2.e	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.			
			RI	4	Craft and Structure: 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.
W	Main	Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers, progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.			
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	W	2.f	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.

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W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.1	Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.1	Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.2	Use details, examples, reasons, and evidence to develop an idea.	W	1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
W	1.2	Use details, examples, reasons, and evidence to develop an idea.	W	1.c	Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W	1.2	Use details, examples, reasons, and evidence to develop an idea.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.3	Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	W	1.d	Text Types and Purposes: Establish and maintain a formal style.
W	1.3	Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	W	3.c	Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W	1.4	Use effective transitions between sentences and paragraphs.	W	1.c	Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W	1.4	Use effective transitions between sentences and paragraphs.	W	1.d	Text Types and Purposes: Establish and maintain a formal style.
W	1.4	Use effective transitions between sentences and paragraphs.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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W	1.5	Use precise word choices, including figurative language, that convey specific meaning and tone.	W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
W	1.5	Use precise word choices, including figurative language, that convey specific meaning and tone.	W	3.d	Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W	1.5	Use precise word choices, including figurative language, that convey specific meaning and tone.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.6	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	W	5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)
W	1.6	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.7	Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	W	5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)
W	1.7	Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.8	Publish and present writing to peers and adults.			

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W	2	*Standard 2: Modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 7, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 750 words. Introduce biographical and autobiographical narratives and write summaries of grade-level-appropriate reading material. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process as well as an awareness of the audience (intended reader) and purpose for writing.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	2	*Standard 2: Modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 7, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 750 words. Introduce biographical and autobiographical narratives and write summaries of grade-level-appropriate reading material. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process as well as an awareness of the audience (intended reader) and purpose for writing.	L	3.a	Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
W	2.1.a	Compose fictional, biographical or autobiographical narratives that: establish a plot using an action segment to create an effective sequence of events.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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W	2.1.b	Compose fictional, biographical or autobiographical narratives that: establish and develop character(s) and setting.	W	3.a	Text Types and Purposes: 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.
W	2.1.c	Compose fictional, biographical or autobiographical narratives that: maintain a consistent point of view.	W	3.a	Text Types and Purposes: 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.
W	2.1.c	Compose fictional, biographical or autobiographical narratives that: maintain a consistent point of view.	W	3.b	Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W	2.1.d	Compose fictional, biographical or autobiographical narratives that: use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowing.	W	3.b	Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W	2.1.d	Compose fictional, biographical or autobiographical narratives that: use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowing.	W	3.d	Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W	2.1.e	Compose fictional, biographical or autobiographical narratives that: adjust tone and style as necessary to make writing interesting and engaging to the audience.	W		
W	2.2.a	Compose expository text to include research reports that: state the thesis and include relevant and focused questions about the topic.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	2.2.a	Compose expository text to include research reports that: state the thesis and include relevant and focused questions about the topic.	W	2.b	Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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W	2.2.a	Compose expository text to include research reports that: state the thesis and include relevant and focused questions about the topic.	W	7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W	2.2.b	Compose expository text to include research reports that: communicate clear and accurate perspectives on the subject.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	2.2.c	Compose expository text to include research reports that: include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, magazines, newspapers, dictionaries, online sources, and other reference materials.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	2.2.c	Compose expository text to include research reports that: include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, magazines, newspapers, dictionaries, online sources, and other reference materials.	W	2.b	Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W	2.2.c	Compose expository text to include research reports that: include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, magazines, newspapers, dictionaries, online sources, and other reference materials.	W	8	Research to Build and Present Knowledge: 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.
W	2.2.c	Compose expository text to include research reports that: include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, magazines, newspapers, dictionaries, online sources, and other reference materials.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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W	2.2.d	Compose expository text to include research reports that: document sources with reference notes and a bibliography.			
W	2.3.a	Compose persuasive/argumentative compositions that: state a clear position or perspective in support of a proposition or proposal.	W	1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
W	2.3.a	Compose persuasive/argumentative compositions that: state a clear position or perspective in support of a proposition or proposal.	W	1.b	Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W	2.3.b	Compose persuasive/argumentative compositions that: describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.	W	1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
W	2.3.b	Compose persuasive/argumentative compositions that: describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.	W	1.a	Text Types and Purposes: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W	2.3.c	Compose persuasive/argumentative compositions that: predict, identify, and address reader concerns and counterarguments.	W	1.a	Text Types and Purposes: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W	2.3.c	Compose persuasive/argumentative compositions that: predict, identify, and address reader concerns and counterarguments.	W	1.b	Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W	2.4.a	Compose reflective papers that accomplish one of the purposes: express the individual's insight into conditions or situations.			
W	2.4.b	Compose reflective papers that accomplish one of the purposes: compare a scene from a work of fiction with a lesson learned from experience.	W	3.e	Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.
W	2.4.c	Compose reflective papers that accomplish one of the purposes: complete a self-evaluation on a class performance.			
W	2.5.a	Write responses to literature, including poetry, that: develop interpretations that show careful reading, understanding, and insight.			

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W	2.5.b	Write responses to literature, including poetry, that: organize the interpretations around several clear ideas, premises, or images for the literary work.			
W	2.5.c	Write responses to literature, including poetry, that: justify interpretation through sustained use of examples and evidence from the text.			
W	2.6.a	Compose summaries of reading material that: include the main ideas and most significant details.	W	9.a	Research to Build and Present Knowledge: Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
W	2.6.b	Compose summaries of reading material that: use the student's own words, except for quotations.	W	2.c	Text Types and Purposes: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W	2.6.c	Compose summaries of reading material that: reflect underlying meaning, not just the superficial details.	W	9.b	Research to Build and Present Knowledge: Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
W	2.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	W	1.e	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
W	2.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	W	1.d	Text Types and Purposes: Establish and maintain a formal style.
W	2.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	W	2.e	Text Types and Purposes: Establish and maintain a formal style.
W	2.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	7	3.a	Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
W	2.8	Write friendly, formal letters, and emails; continue to produce other writing forms introduced in earlier grades.			

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W	2.9.a	Use appropriate essay test-taking and time-writing strategies that: address and analyze the question (prompt).			
W	2.9.b	Use appropriate essay test-taking and time-writing strategies that: use organizational methods required by the prompt.			
W	2.9.c	Use appropriate essay test-taking and time-writing strategies that: utilize an editing checklist or assessment rubric, if provided.			
W	2.10	Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.			
W	3	*Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.a	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Recognize nominative, possessive, and objective nouns.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.b	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Recognize abstract, concrete, and collective nouns.			
W	3.1.c	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Recognize the principal parts of regular and irregular verbs.			
W	3.1.d	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Use the principal parts of verbs to form verb tenses.			
W	3.1.e	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Identify transitive, intransitive, and linking verbs.			
W	3.1.f	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Make subject and verbs agree.			

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W	3.1.g	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives, and object complements.			
W	3.1.h	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Use nominative, objective, and possessive pronouns correctly.			
W	3.1.i	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Make pronouns agree with their antecedents.			
W	3.1.j	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Use correct pronoun reference.			
W	3.1.k	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Correctly form and use the positive, comparative, and superlative forms of adjectives.			
W	3.1.l	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Correctly identify and use interjections.			
W	3.1.m	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Correctly identify and use restrictive (essential) and nonrestrictive (nonessential) clauses, appositives, appositive, participial, and prepositional phrases.			
W	3.1.n	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Correctly use all conjunctions.			
W		Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).			
W	3.2.a	Sentence Structure - Demonstrate appropriate sentence structure in writing: Correct sentence run-ons and fragments.			

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W	3.2.b	Sentence Structure - Demonstrate appropriate sentence structure in writing: Correct dangling and misplaced modifiers.	L	1.c	Conventions of Standard English: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
W	3.2.c	Sentence Structure - Demonstrate appropriate sentence structure in writing: Differentiate between dependent and independent clauses.			
W	3.2.d	Sentence Structure - Demonstrate appropriate sentence structure in writing: Write simple, compound, complete, and complex sentences of varying lengths.	L	1.b	Conventions of Standard English: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
W	3.2.e	Sentence Structure - Demonstrate appropriate sentence structure in writing: Write sentences with simple, complete, and compound predicates.			
W	3.2.f	Sentence Structure - Demonstrate appropriate sentence structure in writing: Indent paragraphs as necessary to conform to specified format.			
W	3.3.a	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Apply the capitalization rules appropriately in writing.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.b	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Punctuate correctly in writing, including: (I) end punctuation. (II) commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases. (III) quotation marks. (IV) colon and semicolon. (V) apostrophes in contractions and possessives. (VI) hyphens and dashes (VII) conventions of letter writing.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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W	3.3.b	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Punctuate correctly in writing, including: (I) end punctuation. (II) commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases. (III) quotation marks. (IV) colon and semicolon. (IV) apostrophes in contractions and possessives. (VI) hyphens and dashes (VII) conventions of letter writing.	L	2.a	Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
W	3.3.c	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Distinguish correct spelling of commonly misspelled words and homonyms.	L	1.a	Conventions of Standard English: Explain the function of phrases and clauses in general and their function in specific sentences.
W	3.3.c	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Distinguish correct spelling of commonly misspelled words and homonyms.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.c	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Distinguish correct spelling of commonly misspelled words and homonyms.	L	2.b	Conventions of Standard English: Spell correctly.
			W	6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
			W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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			L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	Main	Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communications and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.			
OLLS	1	Standard 1: Listening - The student will listen for information and for pleasure.			
OLLS	1.1.	Identify the major ideas and supporting evidence in informative and persuasive messages.			
OLLS	1.2	Listen in order to identify and discuss topic, purpose, and perspective.	SL	1.c	Comprehension and Collaboration: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OLLS	1.3	Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).			
OLLS	1.4	Evaluate the spoken message in terms of content, credibility, and delivery.	SL	1.d	Comprehension and Collaboration: Acknowledge new information expressed by others and, when warranted, modify their own views.
OLLS	1.4	Evaluate the spoken message in terms of content, credibility, and delivery.	SL	3	Comprehension and Collaboration: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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OLLS	1.4	Evaluate the spoken message in terms of content, credibility, and delivery.	SL	4	Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
OLLS	2	*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	SL	1	Comprehension and Collaboration: 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.
OLLS	2.1	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	SL	1.a	Comprehension and Collaboration: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OLLS	2.2	Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions..	SL	6	Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)
OLLS	2.3	Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).			
OLLS	2.4	Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
			SL	1.b	Comprehension and Collaboration: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
V	Main	Visual Literacy: The student will interpret, evaluate, and compose visual messages.			

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V	1	*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.	RL	7	Integration of Knowledge and Ideas: Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
V	1	*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.	SL	2	Comprehension and Collaboration: 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.
V	1.1	Interpret a variety of messages conveyed by visual images.			
V	1.2	Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).	RL	7	Integration of Knowledge and Ideas: Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
V	2	Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.			
V	2.1	Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).	RL	7	Integration of Knowledge and Ideas: Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
V	2.1	Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).	RI	7	Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
V	2.2	Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).			

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V	2.3	Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.			
V	3	Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.			
V	3.1	Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.	W	2.a	Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
V	3.1	Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.	SL	6	Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
V	3.2	Use media forms to create a visual message that will compare and contrast ideas and points of view.	W	2.a	Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
V	3.2	Use media forms to create a visual message that will compare and contrast ideas and points of view.	SL	6	Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.