

Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

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# **Extended Content Standards: A Support Resource for the Georgia Alternate Assessment**

English Language Arts and Mathematics

Grade 7

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2022-2023

## Table of Contents

Acknowledgments.....	3
Background .....	4
Purpose of the Extended Content Standards Resource Guide .....	4
Overview of Extended Content Standards .....	5
Utilizing Extended Content Standards.....	7
Utilizing the Extended Content Standards Resource for Instruction .....	7
Utilizing the Extended Content Standards Resource for Assessment .....	7
Identifying Current and Possible Future Student Skills.....	7
Implicit Understandings .....	8
Additional Considerations .....	8
Additional Considerations for Language Extended Content Standards.....	8
Additional Considerations for Reading Foundations and Reading Extended Content Standards.....	9
Additional Considerations for Writing Extended Content Standards .....	9
Additional Considerations for Speaking/Listening Extended Content Standards.....	10
Additional Considerations for Mathematics Extended Content Standards.....	10
Understanding the Format of the Extended Content Standards.....	11
Definition of Terms Used within Extended Content Standards.....	13
Grade 7: English Language Arts.....	16
Grade 7: Mathematics.....	66

## **Acknowledgments**

Georgia Center for Assessment

Georgia Department of Education, Assessment and Accountability

Georgia Department of Education, Curriculum and Instruction

Georgia Department of Education, Special Education Services and Support

Georgia educators with expertise in teaching students with significant cognitive disabilities

## **Background**

Since the implementation of the Georgia Alternate Assessment (GAA), the Georgia Department of Education has provided teachers with a variety of training and support opportunities related to the state’s content standards and the instruction and assessment of students with significant cognitive disabilities. With the release of the *Extended Content Standards: A Support Resource for the Georgia Alternate Assessment*, teachers will have access to a document outlining skills aligned to the Georgia Standards of Excellence (GSE) for English Language Arts (ELA) and Mathematics for use beginning in the 2018-2019 school year.

### **Purpose of the Extended Content Standards Resource Guide**

The purpose of this resource is to provide guidance to educators in identifying examples of student skills that align to the state’s content standards and, when appropriate, their related indicators. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do, to the content standard expectations for general education students in a given grade. Students with significant disabilities are expected to receive instruction in and gain knowledge and skills as defined by the content standards. However, given their unique needs, they may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would allow the student to access and eventually meet the standard. Aligned skills allow the student to show learning of concepts and constructs within a grade-level standard, even though that learning is not at the level of their general education peers.

Extending content standards is one way to illustrate aligned skills. Through such extensions, skills that align are derived (or “extended”) from the grade level standard. Each extension is an entry point that demonstrates how educators can teach standard-based skills that are both appropriate for the student with disabilities and allow the student to move toward higher levels of learning within the standard. After examining examples of similar resources developed by other states (with special thanks given to the Massachusetts Department of Elementary and Secondary Education), Georgia educators who work with students with significant disabilities worked toward developing extensions for content standards that appear on the GAA 2.0 Blueprint.

This resource is intended to be a support for educators and should be utilized in conjunction with other GAA 2.0 resources. The identification of aligned student skills will assist educators as they choose or develop tasks and materials for instruction and as a support for assessment. However, educators must continue to refine their understanding of the standards, aligned skills, adapted materials, and instructional strategies, to appropriately instruct each student and plan for their assessment. After identifying appropriate skills that align to the standard, activities encompassing the curriculum content and effective instructional strategies must be provided in order for the student to make educational progress. However, the use of this resource does not ensure any particular result or score within the GAA 2.0 assessment.

### **Overview of Extended Content Standards**

Specific skills contained within the extended content standard utilize directional vocabulary. Directional vocabulary relates to the student's observable behavior. This behavior is measurable and will allow the teacher and others to gauge the student's learning within the standard. Each skill also contains verbiage, which focuses on the use of the directional vocabulary within the general education standard. Because of the unique strengths and needs of each student, the skills within these extended standards do not list specific materials or instructional strategies which must be utilized during instruction or assessment.

Levels are included within the Extended Content Standards to show the progression of complexity of skills aligned to the standard. The levels in which skills are listed move from Least Complex (to the far left) to Most Complex (to the far right). The Least Complex level contains skills which are typically thought of as access skills and are appropriate for students with the most significant cognitive disabilities. Skills in this level are targeted for those students who require the greatest degree of adaptation to materials, content, and activities throughout the school, community, and home environment. The Most Complex level contains skills closest to the given general education standard. All skills within a level align to the standard and can show student learning within that standard.

Each skill within one level of a standard extension is distinct, as the skill represents one concept or part of the standard. It is possible to teach an isolated skill within a level, but there are many benefits to teaching multiple skills within and across levels. Students can gain a deeper understanding of a concept when instructed on multiple skills within a level. By teaching skills across levels, students can learn concepts which will lead to an understanding closer to meeting the general education content standard.

Every attempt has been made to make the extended standards complete but not exhaustive. Additional skills, not listed within the resource guide, may align to the standard. Also, skills listed as part of a continuum may have steps between the levels which would be addressed as part of instruction.

Many standards include extensions at the Least Complex (or access) level which are appropriate for students with the most significant disabilities. However, there are standards for which extensions to the access level would alter the educational purpose or the intended learning target to the extent that the connection between the skill and content would be lost and the skill would no longer be aligned. Therefore, there are standards for which no skills are listed at the Least Complex level. This does not preclude the utilization of the same access skills in other standards given appropriate materials within aligned activities. In addition, some skills listed in the Least Complex level may be appropriate for students with the most significant disabilities when appropriate communication supports and manipulatives are provided.

## **Utilizing Extended Content Standards**

### **Utilizing the Extended Content Standards Resource for Instruction**

The extended content standards within this resource are appropriate for assisting educators in identifying skills to teach within *any* standard that is a part of the student’s overall educational program. As part of the educational program, more than one skill within a standard/indicator may be identified as a target for instruction. Systems of prompting by the teacher, utilizing cues added to materials, and expanding the number of options for responding (e.g., number of choices given for an answer) are appropriate instructional strategies that support the learning of skills aligned to the standard.

### **Utilizing the Extended Content Standards Resource for Assessment**

The extended content standards are an important resource for both instruction and assessment. Incorporating these extensions into daily instruction will provide opportunities for students to participate in standards-based instruction. It is also important to note that there is a strong linkage between instruction and assessment, as tasks on the GAA 2.0 are aligned to these same extensions.

Providing instruction on the extended content standards does not detract from the importance of individualized instruction, which will continue to be the hallmark of special education. In addition to individualizing instruction on the extended content standards, teachers will need to provide instruction in other skills (e.g., communication, behavioral, life) to meet student needs.

### **Identifying Current and Possible Future Student Skills**

Students for whom these extended standards are appropriate come to the educational experience with different levels of previous experience and learning. A student may have little or no skills related to one standard, and have more skills and knowledge related to another. Likewise, each student within a class will have differences in level of current skills, materials, and supports needed to show learning, and in the rate at which new skills become a part of the student’s overall functioning. Therefore, each student should be assessed on targeted standards to evaluate current skill level. Consistent formative assessment will inform next steps for continued student learning.

## **Implicit Understandings**

The ultimate goal for instruction is for the student to become as independent as possible in their completion of the skill(s) identified as aligned to the standards. For the vast majority of students with significant cognitive disabilities, this means that adapted materials which meet the student's cognitive, physical, and sensory needs must be identified, developed, and utilized during instruction and assessment. Implicit in the skills listed for every standard and in any level is the use of adapted materials, assistive technology, and educational/assessment supports which would allow the student to actively participate within the task, gain understanding, and then show what they know and can do.

## **Additional Considerations**

### **Additional Considerations for Language Extended Content Standards**

The Language Extended Content Standards are related to a) the use of conventions of standard English grammar and usage when writing or speaking, b) the use of the conventions of capitalization, punctuation, and spelling when writing, and c) the understanding of specific words/phrases which leads to a better understanding of the text in which they appear. Implicit in the use of these extended content standards is the presentation of **grade-level** adapted text or texts written by the student.

Language 1 and Language 2 standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student skills into the speaking or writing tasks in which the student engages.

For Language Standards, students may utilize adapted communication strategies, adapted text, and/or adapted writing strategies.

### **Additional Considerations for Reading Foundations and Reading Extended Content Standards**

The Reading Foundations and Reading standards relate to the understanding of a given text. The reading standards incorporate two types of text: informational and literature. Skills listed in the Reading Extended Content Standards identify the specific type of text to be utilized within the skill. Implicit in the use of these extended standards is the use of **grade-level** adapted text. The adaptation of text, including the method through which students can answer questions about the text, can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

### **Additional Considerations for Writing Extended Content Standards**

The writing standards relate to the development of a text, incorporating ideas provided by the student, which is lasting (versus speaking, which is temporary) and can be read/utilized by others as a single product (versus numbering sentences as part of a worksheet activity). The writing standards refer to different types of writing, including opinion/argumentative, informational/explanatory, or narrative.

The Georgia Standards of Excellence writing standards in grades 3 – 8 and high school include indicators which focus on specific parts of a written piece, such as the introduction or conclusion. However, the Writing Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student work into a complete written text.

Students may produce statements/sentences/written pieces in a variety of ways, based upon their cognitive, physical, and sensory needs. Students may utilize objects, symbols, symbol/word combinations, and/or written words to express ideas. Students may also communicate a statement, verbally or through the use of an AAC device, which is then scribed and included in a piece of writing. However, the fine motor skill of copying or tracing words which were not generated by the student as part of a complete written piece is not aligned to these standards.

### **Additional Considerations for Speaking/Listening Extended Content Standards**

The Speaking/Listening standards relate to the presentation and understanding of ideas presented verbally. Speaking/Listening Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to allow student participation in discussions within the classroom and school environment. To complete these standards, the most effective and efficient (considered the preferred) mode of communication should be utilized by the student when interacting with others. In addition, communication must be between the student and another individual or group of individuals.

### **Additional Considerations for Mathematics Extended Content Standards**

Students with significant disabilities often require the use of "hands-on" materials in order to understand and express learning in mathematics. Unless otherwise noted, manipulatives which are appropriate for student use, related to the standard, and reflect a real-world application of the concept can and should be provided to and be utilized by the student to show skill.

## **Understanding the Format of the Extended Content Standards**

Samples of the extended content standards are presented on the next two pages. These samples are labeled to show the various parts of the extensions within the resource guide.

Every extension will include:

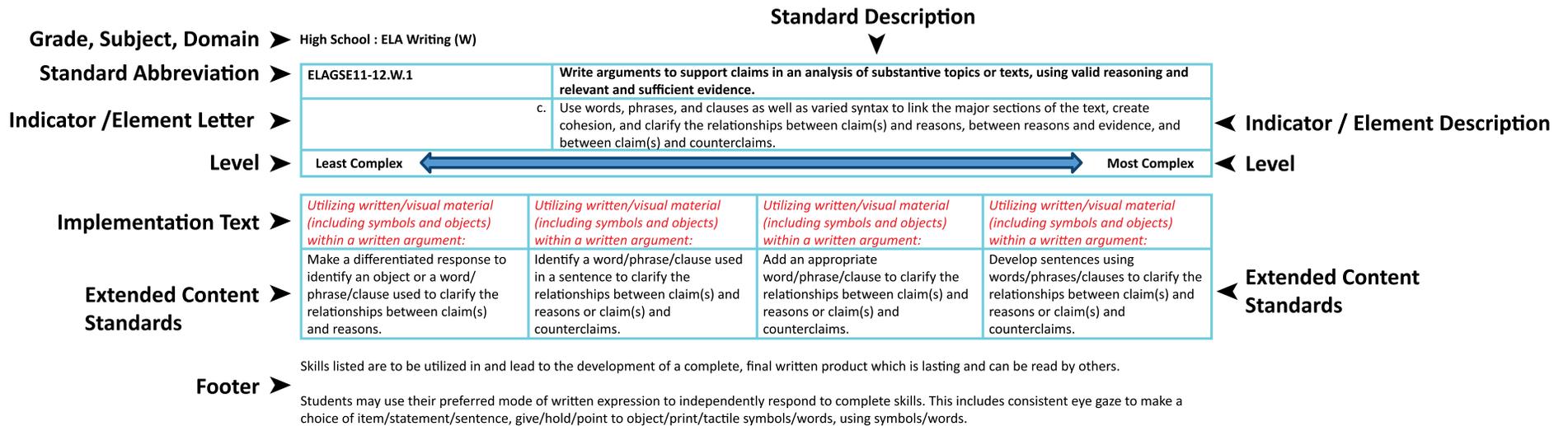
- Grade, Subject Area, Domain
- Standard Description
- Level
- Extended Content Standard
- Footer

Some extensions will include:

- Indicator Level
- Implementation Text
- Math-specific Definitions

Detailed information related to the Extended Content Standards is found in the Definition of Terms section following the sample.

## Understanding the Format of the Extended Content Standards



## Definition of Terms Used within Extended Content Standards

- **Adapted** materials are those that have been altered in complexity, format, and/or presentation. An adapted material will reflect the content of the standard and will allow for ease of use and understanding by the student with cognitive, sensory, and/or physical disabilities.
- **Directional Vocabulary** refers to the verb found at the beginning of each extended content standard. Directional vocabulary reflects an observable and measurable behavior that will allow the teacher and others to gauge the students within the standard. Students may utilize their preferred mode of communication and adapted materials to show their learning within the standard utilizing the directional vocabulary. Some specific directional vocabulary found within the least complex level of the extended content standards include:
  - **Communicate**, which means the student purposefully utilizes their preferred mode of communication to indicate a desired response to a question or comment about the content;
  - **Respond differentially**, which means that the student changes their behavior only when presented with adapted materials related to the content and that change can be interpreted as an answer to a question or desired response;
  - **Manipulate materials**, which means that the student picks up, moves, holds and/or releases adapted materials in ways that can be interpreted as an answer to a question or desired response.
- **Extended Content Standards** identify skills aligned to grade-level standards and provide an entry point for the student to show what they know and can do within a standard. Extended Standards take into consideration the need of the student with disabilities to learn skills differently, in small segments, with fewer identified

components, at a slower pace, or are not at the level of, but would allow the student to eventually meet, the standard.

- **Grade Level** refers to the standards, content, concepts, and materials being utilized by the general education students of the same grade as the student with disabilities. Grade level materials and manipulatives being presented to and utilized by the student with disabilities can and should be adapted to meet the student's cognitive, sensory, and/or physical disabilities.
- **Implementation Text** describes the basic considerations and supports which are a condition of the student implementing the extended standard skill. Implementation text is found in the English Language Arts subject area. Considerations and supports included in implementation text include:
  - the student utilizing a preferred and consistent mode of communication; and
  - the student utilizing adapted materials to assist in the production of a written product.
- **Indicator** is the sub skill related to a standard within the Georgia Standards of Excellence. Indicators are currently a part of the English Language Arts and Mathematics Extended Content Standards.
- **Levels** are included to show the progression of complexity of skills within the content standard extensions. Levels progress from Least Complex to Most Complex, moving from left to right across the standard extension.
- **Manipulatives** refers to the items utilized by the student in the demonstration of a skill. Manipulatives can and should be adapted to meet the student's cognitive, sensory, and/or physical needs.
- **Materials** also refers to the items utilized by the student in a demonstration of a skill. Materials should reflect the content of the standard, and can and should be adapted in terms of complexity, format, and/or presentation to meet the needs of the student. In addition, materials can reflect a real-world application so that the content and skill become more relevant to the student.

- **Primary mode of communication** refers to the way in which the student most consistently and effectively indicates a need, want, or choice to another person. Students with disabilities can utilize a variety of methods to communicate, and often will have instruction in communication skills to become more proficient with these methods. Methods of communication include utilizing:
  - **Consistent Eye Gaze** in which a student maintains a look at materials/picture/communication symbols for a period long enough to be interpreted as an answer to a question or desired response;
  - **Gesturing/Orienting/Pointing** in which a student moves part of the body toward a desired response;
  - **Sign language**;
  - **Speech**; and
  - **Utilization of low technology to high technology AAC systems** in which a student uses a communication system designed to meet their cognitive, physical, and/or sensory needs.
- **Real-world applications** refer to materials which reflect activities or utilization of skills which would be required outside of the classroom or school.
- **Standards** are the overall skills the student should understand and be able to demonstrate as part of the general curriculum in each grade.
- **Text** refers to a written piece of material which the student utilizes to gain information, for entertainment, or as part of instruction. Text utilized in these standards includes:
  - **Informational text**, which provides the reader with facts, ideas, information, instructions, or opinions in narrative and non-narrative formats.
  - **Literary text**, which is fictional and includes dramas, poems, and stories.
  - **Written/visual materials** are those utilized by the student to create a permanent product reflecting personal ideas/opinions/arguments, providing information about materials or topics, retelling an experience, or creating a story.

# Grade 7: English Language Arts

Grade 7: ELA: Language (L)

<b>ELAGSE7.L.1</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<b>Least complex</b>	<b>Most complex</b>



<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Identify a phrase or clause used appropriately in a sentence.	Complete a sentence using the appropriate phrase or clause.	Develop a sentence using an appropriate phrase or clause.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Language (L)**

<b>ELAGSE7.L.4</b>	<b>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.</b>
	a. 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.
<b>Least complex</b>	
	<b>Most complex</b>

Make a differentiated response to identify words that provide a context clue to the meaning of a word/phrase.	Match an unknown word/phrase to possible meaning found within the sentence/paragraph.	Identify the word(s) within a sentence/paragraph which may provide a clue to the meaning of an unknown word/phrase.	Define an unknown word/phrase within a sentence using context clues.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Language (L)**

<b>ELAGSE7.L.4</b>	<b>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.</b>
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
<b>Least complex</b>	
	<b>Most complex</b>

Make a differentiated response to identify Greek or Latin affixes or roots.	Match grade-appropriate Greek or Latin affixes or roots to possible meanings.	Identify the meaning of grade-appropriate Greek or Latin affixes or roots based on a common, grade-appropriate word with a Greek or Latin affix or root.	Define an unknown word with grade-appropriate Greek or Latin affixes or roots based on a common, grade-appropriate word with a Greek or Latin affix or root.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Language (L)**

<b>ELAGSE7.L.4</b>	<b>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.</b>
	c. 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.
<b>Least complex</b>	
	<b>Most complex</b>

Make a differentiated response to identify a reference material.	Use reference materials to identify the part of speech of a word.	Use reference materials to find the meaning of a word.	Use reference materials to clarify the precise meaning of a word as used in a given sentence.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Language (L)**

<b>ELAGSE7.L.4</b>	<b>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.</b>
	d. 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).
<b>Least complex</b>	
	<b>Most complex</b>

	Identify context or statement which may provide a clue to the meaning of an unknown word/phrase.	Match an unknown word/phrase to context of a sentence/paragraph that is a clue to the meaning of the word.	Define an unknown word/phrase within a sentence using context clues.  Verify the meaning of a word/phrase by checking context or reference materials.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Language (L)

<b>ELAGSE7.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<b>Least complex</b>	<b>Most complex</b>

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Match words with given relationships (e.g., synonym/antonym).	Sort words with a given relationship (e.g., synonym/antonym) into meaningful categories.  Identify the relationship between a set of words.	Complete an analogy.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Reading Informational (RI)**

<b>ELAGSE7.RI.1</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Make a differentiated response when presented with a question about an informational text.</p> <p>Make a differentiated response to identify a detail from an informational text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.</p>	<p>Locate a specific quote or sentence from an informational text to answer explicit (who, what, where, and/or when) questions from an informational text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Answer complex comprehension questions in relation to an informational text (how and/or why) by stating the appropriate part of the text.</p> <p>Identify a statement within an informational text that provides information needed to make an inference (e.g., if the text was about different dogs and their characteristics, “Which one might make the best pet?”).</p> <p>Identify an appropriate inference drawn from informational text.</p>
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Reading Informational (RI)**

<p><b>ELAGSE7.RI.2</b></p>	<p><b>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.</b></p>		
<p><b>Least complex</b></p>		<p><b>Most complex</b></p>	
<p>Make a differentiated response to identify the central idea of an informational text.</p> <p>Make a differentiated response to identify a key detail of an informational text.</p>	<p>Identify key details that support a given central idea in an informational text.</p> <p>Identify key details to include in a summary of an informational text.</p>	<p>Identify a central idea of an informational text.</p> <p>Match supporting key details to central idea(s) found within an informational text.</p> <p>Sequence supporting details related to a central idea within an informational text.</p> <p>Identify and sequence sentences to summarize an informational text.</p>	<p>Describe a central idea of an informational text with key supporting details.</p> <p>Complete sentences to summarize an informational text.</p>

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Reading Informational (RI)**

<b>ELAGSE7.RI.3</b>	<b>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).</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Communicate a response to identify an interaction happening in an informational text.</p> <p>Identify materials related to interaction happening in an informational text.</p>	<p>Pair an individual and the corresponding setting and/or event from an informational text.</p>	<p>Sort individuals and corresponding settings and/or events from an informational text.</p> <p>Pair key details which interact (e.g., individuals with events, individuals with ideas) within an informational text.</p> <p>Pair individuals, events, and specific ideas within an informational text.</p>	<p>Identify how an individual's actions and/or words affect an event or idea within an informational text.</p> <p>Place aspects of key events within an informational text, including individuals and actions, in chronological order (beginning, middle, or end).</p>
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Reading Informational (RI)

ELAGSE7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.			
Least complex				Most complex
	Match sentences (individually or within paragraphs) with the structure they describe within the overall informational text.	Identify the structure (e.g., comparison, cause/effect, problem/solution) of an event or section found in an informational text.	Sort multiple sentences or ideas found in an informational text by structure (e.g., chronology, comparison, cause/effect, problem/solution).  Arrange sets of text (sentences, paragraphs) to appropriately reflect the overall structure of an informational text.	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Reading Informational (RI)**

<b>ELAGSE7.RI.7</b>	<b>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).</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Communicate a response to indicate a difference or similarity between two versions of the same informational text.</p> <p>Identify materials that indicate a difference or similarity between two versions of the same informational text.</p>	<p>Identify one similarity between two versions of the same informational text.</p>	<p>Identify one or more similarities and differences between two versions of the same informational text.</p> <p>Identify a personal feeling when reading an informational text and its audio, video, or multimedia version.</p>	<p>Sort aspects of an informational text (e.g., individuals, words, events) based upon whether those aspects are found in the informational text, multimedia adaptation, or both.</p> <p>Identify the tone of key events with two versions of the same informational text.</p> <p>Sort descriptions of feelings identified at various points (beginning, middle, ending, overall) based upon whether those feelings are experienced in the original text, multimedia adaption, or both.</p>
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Reading Informational (RI)**

<b>ELAGSE7.RI.8</b>	<b>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.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Communicate a response to identify a claim made within an informational text.</p>	<p>Identify one specific claim within an informational text.</p>	<p>Identify a claim found within an informational text and one supporting fact.</p> <p>Identify whether the claim in an informational text is sound (e.g., Is there a fact to support the claim?).</p>	<p>Match evidence with claims made within an informational text.</p> <p>Identify whether each claim has sufficient evidence support.</p> <p>Identify claims within a text for which there is no evidence for support.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 7: ELA: Reading Literary (RL)**

<b>ELAGSE7.RL.1</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Make a differentiated response to identify the answer to a question about a literary text.</p>	<p>Identify details found within a sentence or paragraph to answer explicit (what, where, and/or when) questions from a literary text.</p>	<p>Locate a specific quote or sentence from a text to answer explicit (what, where, and/or when) questions from a literary text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Identify an appropriate inference drawn from literary text.</p> <p>Identify a statement within a literary text which provides information needed to make an inference.</p>	

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**Grade 7: ELA: Reading Literary (RL)**

<b>ELAGSE7.RL.2</b>	<b>Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Make a differentiated response to identify the theme of a literary text.</p> <p>Make a differentiated response to identify a key detail within a literary text.</p>	<p>Identify key details that support the given theme and/or central idea in a literary text.</p> <p>Identify key details to include in a summary of a literary text.</p>	<p>Identify the theme and/or central idea of a literary text.</p> <p>Sequence key supporting details of a theme or central idea within a literary text.</p> <p>Identify and sequence sentences to summarize a literary text.</p>	<p>Describe a central idea or theme of a literary text with key supporting details.</p> <p>Complete sentences to summarize a literary text.</p>	

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Grade 7: ELA: Reading Literary (RL)

<b>ELAGSE7.RL.3</b>	<b>Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</b>
<b>Least complex</b>	<b>Most complex</b>

Make a differentiated response to identify a statement describing a character and event from a literary text.	<p>Identify one or more characters from a literary text.</p> <p>Identify one or more settings from a literary text.</p>	<p>Match characters with their corresponding setting and/or event from a literary text.</p> <p>Identify how a character responds emotionally (e.g., happy, sad, scared) to an event/episode within a literary text.</p>	<p>Match character description(s) (e.g., happy, sad, scared) to key events and settings in a literary story or drama.</p> <p>Sort actions/emotions of a specific character as found in different settings or events within a literary text.</p>
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Grade 7: ELA: Reading Literary (RL)

<p><b>ELAGSE7.RL.4</b></p>	<p><b>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.</b></p>
<p><b>Least complex</b></p>	<p><b>Most complex</b></p>

<p>Communicate a response stating the meaning of words and phrases within a literary text.</p> <p>Touch or manipulate materials representing words and phrases used within a literary text.</p>	<p>Identify the meaning of a given word in the context of literary text (story, poem, or drama).</p>	<p>Identify rhyming words within a verse or stanza of a poem.</p> <p>Identify the overall tone (e.g., sad, happy, excited, scared) of a portion of a literary text (story, poem, or drama).</p> <p>Pair a word/phrase related to tone within a literary text with the feeling it conveys (e.g., sad, happy, excited, scared).</p>	<p>Identify the use of figurative language within a literary text.</p> <p>Identify the meaning of figurative language found within a literary text.</p> <p>Match figurative words/phrases found within the literary text with possible meaning.</p>
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**Grade 7: ELA: Reading Literary (RL)**

ELAGSE7.RL.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		
Least complex			Most complex
	Identify the overall structure of a poem (e.g., sonnet).	Identify a specific feature of a drama (e.g., soliloquy).	Match descriptions to poetry forms.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Least complex	Most complex

	Identify the narrator or character who is “speaking” in a literary text.	Identify the point of view of the narrator or speaker from one episode of a literary text.  Identify words/phrases/sentences from a specific event in a literary text which describe the narrator’s or speaker’s point of view.	Match points of view of the narrator and/or character(s) within a literary text.  Sequence the points of view of the narrator or a specific speaker of a literary text in chronological order.  Sort point(s) of view of different events within a literary text by the narrator and/or character(s).
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**Grade 7: ELA: Reading Literary (RL)**

<b>ELAGSE7.RL.7</b>	<b>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Communicate a response to indicate a difference or similarity between two versions of the same literary story.</p> <p>Identify materials that indicate a difference or similarity between two versions of the same literary story.</p>	<p>Identify one or more characters found within a literary text and its multimedia adaptation.</p> <p>Identify one or more events found within a literary text and its multimedia adaptation.</p>	<p>Identify two characters and an event which are found in two versions of the same literary story.</p> <p>Identify two of the same events that are found in two versions of the same literary story.</p> <p>Identify character(s), settings, and events found within a literary text and its multimedia adaptation.</p>	<p>Sort literary aspects (e.g., characters, setting, actions, tones) based upon whether those aspects are found in the original story, multimedia adaptation, or both.</p>
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Reading Literary (RL)

ELAGSE7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
Least complex				Most complex
	Identify whether specific characters, settings, and/or actions are found in a fictional story and historical account of the same period.	Identify situations in a work of historical fiction that refer to actual historical events.  Match character(s), settings, and actions found within a literary text and a historical account of the same period.	Identify fictional versus non-fictional portrayals of a historical period.	

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
a.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to identify sentences which introduce a claim, provide support for the claim, and provide a concluding statement.	Identify a structure that appropriately organizes a claim with supporting reasons and evidence.  Identify statements/sentences that introduce a claim.	Complete statements/sentences that introduce a claim.  Complete a structure that appropriately organizes a claim with supporting reasons and evidence.  Identify a statement/sentence that acknowledges an alternate or opposing claim.	Develop sentences that introduce a claim.  Develop an organizational structure that organizes the introduction, claims, and reasons or evidence for each claim.  Complete a sentence that acknowledges an alternate or opposing claim.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to provide support for the claim.	Identify statements/sentences that provide support for a claim.  Identify clear reasons, relevant evidence, and credible sources.	Complete statements/sentences that provide support for a claim.  Use reasons or evidence from a given credible source to complete a sentence.	Develop sentences that provide reasons and/or evidence for a claim.  Use reasons or evidence from a given credible source to develop a sentence.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.1</b>		<b>Write arguments to support claims with clear reasons and relevant evidence.</b>		
	c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
<b>Least complex</b>				<b>Most complex</b>
<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	
Make a differentiated response to identify an object or a word/phrase/clause used to connect claims, reasons, and evidence.	Identify a word/phrase/clause used within a text to connect claims, reasons and evidence.	Add a word/phrase/clause to connect claims, reasons, and evidence within a text.	Develop sentences using words/phrases/clauses to connect claims, reasons, and evidence within a text.	

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Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
	d. Establish and maintain a formal style.
<b>Least complex</b>	
	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
	Identify statements/sentences written using a formal style.	Complete statements/sentences with words which best reflect a formal writing style.	Develop sentences to maintain a formal writing style.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to identify sentences that provide a concluding statement.	Identify statements/sentences that provide a conclusion and support the argument.	Complete statements/sentences that provide a conclusion and support the argument presented.	Develop sentences that provide a conclusion and support the argument presented.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>	
	a. 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.	
<b>Least complex</b>		<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>
<p>Make a differentiated response to identify sentences that introduce a topic for a written informative/explanatory text.</p>	<p>Identify a topic.</p> <p>Identify a group of related ideas presented as words or phrases.</p>	<p>Complete statements/sentences that introduce a topic.</p> <p>Complete statements/sentences about related information.</p> <p>Identify a graphic for a specific idea.</p>	<p>Identify sentences to introduce a topic in a given stimulus text.</p> <p>Identify statements/sentences about related information.</p> <p>Identify sentences/sections which would benefit from the use of a heading, graphic or piece of multi-media.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

ELAGSE7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Least complex	
Most complex	

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>
Make a differentiated response to develop a topic using relevant facts.	Identify relevant facts, definitions, concrete details, quotations, or examples for a given topic.	Complete statements/sentences that provide relevant facts, definitions, concrete details, or examples about a topic.	Identify sentences that provide relevant facts, definitions, concrete details, or examples about a topic.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

ELAGSE7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>
Make a differentiated response to identify statements/sentences that use transitions.	Identify a word/phrase used to link ideas within a given sentence.	Complete statements/sentences that use words/phrases to link ideas.	Identify sentences that use words/phrases to link ideas and concepts.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

ELAGSE7.W.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
		d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	
Make a differentiated response to identify a precise or a domain-specific word.	Identify domain-specific vocabulary in a given sentence.	Complete statements/sentences that use domain-specific vocabulary.	Identify sentences that use domain-specific vocabulary.  Identify sentences that use precise language.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

ELAGSE7.W.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
		e. Establish and maintain a formal style.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	
	Identify a formal style in a given sentence.	Complete statements/sentences with words which best reflect a formal writing style.	Identify sentences to maintain a formal writing style.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

ELAGSE7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
Least complex		Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>
Make a differentiated response to provide a conclusion.	Identify a concluding sentence for a given topic.	Complete a concluding sentence.	Identify a sentence that provides a logical conclusion for a given stimulus text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
	a. 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.
<b>Least complex</b>	
	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>
<p>Make a differentiated response to identify an event sequence.</p> <p>Make a differentiated response to identify sentences that establish context or introduce a character and/or narrator.</p>	<p>Identify statements/sentences that establish context or introduce a character and/or narrator.</p>	<p>Complete a sequence of events that unfolds naturally and logically.</p> <p>Complete statements/sentences that establish context or introduce the narrator and/or characters.</p>	<p>Identify a sequence of events that unfolds naturally and logically.</p> <p>Identify sentences that establish context or introduce the narrator and/or characters.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

ELAGSE7.W.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>	
	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
<b>Least complex</b>		<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to an object or statement that describes an event or action.	Identify statements/sentences that describe an event and/or action of a character and describe the feelings of the character in a given story topic.  Identify dialogue statements/sentences for a character in a given story topic.	Complete statements/sentences that describe an event and/or action of a character and describe the feelings of the character.  Complete dialogue statements/sentences for a character.	Identify sentences that describe an event and/or action of a character and describe the feelings of the character.  Identify dialogue for characters appropriate to a given situation.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

ELAGSE7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
Least complex		Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify transitional language.	Identify temporal words/phrases in a given sentence.	Complete statements/sentences using a temporal word/phrase to signal event order.	Identify sentences that correctly use a temporal word/phrase to signal event order.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

ELAGSE7.W.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>	
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
<b>Least complex</b>		<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>
Respond differentially to identify a precise or a domain-specific word.	Identify sensory and action language in a given sentence.	Complete statements/sentences that use sensory and action language.	Identify statements/sentences that use precise language.  Identify one or more sentences utilizing sensory and action language.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<p><b>ELAGSE7.W.3</b></p>	<p><b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></p>		
	<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		
<p><b>Least complex</b></p>			<p><b>Most complex</b></p>
<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>
<p>Make a differentiated response to an object or a statement that concludes a narrative piece.</p>	<p>Identify a concluding statement/sentence for a given story topic.</p>	<p>Complete a concluding statement/sentence.</p>	<p>Identify a sentence that provides a conclusion for a given stimulus text.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.5</b>	<b>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.</b>
<b>Least complex</b>	<b>Most complex</b>

<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>
<p>Respond differentially to indicate the desire to change part of a written piece.</p> <p>Respond differentially to indicate completion of a written piece.</p> <p>Communicate a response regarding revision or completion of a written piece.</p>	<p>Develop a two-part organizing structure for writing which is appropriate for the purpose (e.g., claim and reason for writing an argument).</p> <p>Identify one or more statements/sentences to revise.</p> <p>Indicate whether the purpose of the writing has been achieved.</p>	<p>Develop a three-part organizing structure for writing which is appropriate for the purpose (e.g., introduction, one fact, and conclusion for an informative/explanatory piece).</p> <p>Identify one or more sentences to revise and ask for suggestions.</p>	<p>Develop an organizing structure for writing which is appropriate for and completes the purpose (e.g., all events to complete a narrative piece).</p> <p>Identify one or more sentences to revise and make revisions.</p> <p>Indicate whether the purpose of the writing has been achieved in relation to the audience.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.7</b>	<b>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</b>
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i>
Respond differentially to an object or a statement which relates to a research project topic.  Communicate a response which relates to a research project topic.  Touch or manipulate material which relates to a research project topic.	Identify a statement/sentence which provides the topic for a research project.  Identify answers to a research question as found in print resources and/or digital tools.	Complete a sentence which provides the topic for a research project.  Locate and record answers to a research question using a single print resource and/or digital tool.	Develop a sentence which provides the topic for a research project.  Locate and record answers to a research question using more than one print resource and/or digital tool.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<p><b>ELAGSE7.W.8</b></p>	<p><b>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.</b></p>		
<p><b>Least complex</b> ←  <b>Most complex</b></p>			
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i></p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i></p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i></p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i></p>
<p>Respond differentially to an object or a statement which relates to relevant information from a print or digital source.</p> <p>Communicate a response which relates to relevant information from a print or digital source.</p> <p>Touch or manipulate material which relates to relevant information from a print or digital source.</p>	<p>Identify a statement/sentence that paraphrases information from a print or digital source.</p> <p>Choose an appropriate/relevant statement/sentence found in a print or digital source.</p> <p>Identify the author of information from a print source to be included in a citation.</p>	<p>Complete a sentence that paraphrases information from a print or digital source.</p> <p>Choose the most appropriate/relevant statement/sentence found in a print or digital source.</p> <p>Identify author/source document/dates from sources to be included in a citation.</p>	<p>Develop a sentence that paraphrases information from a print or digital source.</p> <p>Choose the most appropriate/relevant statements/sentences found in multiple print or digital sources.</p> <p>Add given information to develop a citation.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 7: ELA: Writing (W)**

<b>ELAGSE7.W.9</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
a.	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”).
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>
Respond differentially to an object or a statement which relates to relevant information from a literary text.  Communicate a response which relates to relevant information from a literary text.  Touch or manipulate material which relates to relevant information from a literary text.	Identify a statement/sentence which includes appropriate evidence from a literary text.	Complete a sentence with appropriate evidence which relates to information from a literary text.  Choose appropriate/relevant statement/sentence from a literary text that fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from a literary text.  Choose the most appropriate/relevant sentences from a literary text that best fit a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 7: ELA: Writing (W)

<b>ELAGSE7.W.9</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
b.	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”).
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about literary nonfiction:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i>
Respond differentially to an object or a statement which relates to relevant information from a work of literary nonfiction.  Communicate a response which relates to relevant information from a work of literary nonfiction.  Touch or manipulate material which relates to relevant information from a work of literary nonfiction.	Identify a statement/sentence which includes appropriate evidence from a presented work of literary nonfiction.	Complete a sentence which includes appropriate evidence from a presented work of literary nonfiction.  Choose appropriate/relevant statement/sentence from a presented work of literary nonfiction that fits a writing prompt.	Develop a sentence which includes appropriate evidence from a presented work of literary nonfiction.  Choose the most appropriate/relevant statement/sentence from a presented work of literary nonfiction that best fits a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 7: ELA: Speaking and Listening (SL)**

<b>ELAGSE7.SL.1</b>	<b>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.</b>
a.	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.
<b>Least complex</b>	<b>Most complex</b>

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion.  Identify a statement to be utilized within a discussion.  Present a statement within a discussion.	Identify a statement, based upon a text or material being studied, to be utilized within a discussion.  Utilize a prepared statement at the appropriate time within a discussion.	Identify multiple statements, based upon a text or material being studied, to be utilized within a discussion.  Utilize a prepared statement at the appropriate time within a discussion.	Identify multiple statements, based upon a text or material being studied, to be utilized within a discussion.  Utilize a prepared statement at the appropriate time within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
Least complex	
Most complex	

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion.  Provide a statement to another person.	Initiate a discussion.  Listen to the ideas/questions of others before responding.  Identify the individual role within a discussion.  Identify the goals of the group discussion.	Initiate a discussion.  Listen to the ideas/questions of others before responding.  Identify the individual role within a discussion.  Identify the goals of the group discussion.	Initiate a discussion.  Listen to the ideas/questions of others before responding.  Identify the individual role within a discussion.  Identify the goals of the group discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	c. 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.
Least complex	
Most complex	

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
<p>Respond differentially to identify an answer or question to be included in a discussion.</p> <p>Answer a question within a discussion.</p> <p>Provide a comment during a discussion.</p>	<p>Ask a chosen question about a topic or text within a discussion.</p> <p>Present a chosen answer about a topic or text within a discussion.</p>	<p>Identify and ask a question about a topic or text within a discussion.</p> <p>Identify and present an answer about a topic or text within a discussion.</p>	<p>Ask a chosen question about a topic or text within a discussion.</p> <p>Present a chosen answer about a topic or text within a discussion.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
	d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	
Least complex		Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Provide a personal view or idea about new information during a discussion.	Identify one new piece of information expressed by others within a discussion.  Present a view or understanding of the new information within a discussion.	Identify one new piece of information expressed by others about a topic within a discussion.  Present a view or understanding of the new information within a discussion.	Identify one new piece of information expressed by others about a topic within a discussion.  Present a view or understanding of the new information within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.2		Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
Least complex		Most complex	
<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>
Respond differentially to identify the main idea of information presented.	Identify the main idea of information presented.	Develop a statement regarding the main idea of information presented.	Develop two or more statements regarding the main idea and/or supporting details of information presented.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Speaking and Listening (SL)

<p><b>ELAGSE7.SL.4</b></p>	<p><b>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.</b></p>
<p><b>Least complex</b></p>	<p><b>Most complex</b></p>

<p><i>Using the student's primary mode of communication:</i></p>	<p><i>Using the student's primary mode of communication with multiple teachers/peers:</i></p>	<p><i>Using the student's primary mode of communication with multiple people and on different topics:</i></p>	<p><i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i></p>
<p>Respond differentially to identify a statement to be included in a presentation.</p> <p>Present one piece of information.</p>	<p>Present two pieces of information related to one topic.</p> <p>Place information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).</p>	<p>Present more than two pieces of information related to one topic.</p> <p>Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>	<p>Present more than two pieces of information related to each topic.</p> <p>Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
Least complex			Most complex
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
	Identify a multimedia component or visual display to clarify information and/or findings.  Utilize multimedia component(s) within a presentation.	Identify multimedia which will clarify information and/or findings.  Identify multimedia which emphasizes salient points.  Utilize multimedia component(s) within a presentation.	Identify multimedia which will clarify information and/or findings.  Identify multimedia which emphasizes salient points.  Utilize multimedia component(s) within a presentation.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 7: ELA: Speaking and Listening (SL)

ELAGSE7.SL.6		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	
<i>Using the student's primary mode of communication with multiple people and on different topics:</i>		<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>	
Respond differentially to identify an idea to be included in a discussion.  Present a piece of information to others.	Identify statements to be made in two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).  Present a chosen statement appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop statements to be made in at least two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).  Present developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop multiple statements to be made in multiple situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).  Present multiple developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

# Grade 7: Mathematics

**Grade 7: Mathematics: Ratios and Proportional Relationships (RP)**

<p><b>MGSE7.RP.1</b></p>	<p><b>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>(\frac{1}{2})/(\frac{1}{4})</math> miles per hour, equivalently 2 miles per hour.</b></p>	
<p><b>Least complex</b></p>		<p><b>Most complex</b></p>

<p>Communicate a response needed to compute unit rates.</p>	<p>Identify the factor used to obtain equivalent ratios.</p>	<p>Match equivalent ratios to fractions (e.g., 1:2 to <math>\frac{1}{2}</math>).</p>	<p>Demonstrate computation of unit rate fractions (e.g., Coach drinks <math>\frac{1}{4}</math> cup of water every <math>\frac{1}{2}</math> hour. How much water does he drink every hour?)</p>
<p>Manipulate materials representing a given unit rate based on a ratio.</p>	<p>Manipulate materials representing a given unit rate to show the relationship between fractions as equivalent ratios to compute unit rate (e.g., 1 cup of flour to every 2 cups of sugar is a unit rate of <math>\frac{1}{2}</math> cup of flour to 1 cup sugar).</p>	<p>Identify a unit rate for whole number amount under 12 (e.g., We walked 6 miles in 3 hours at a rate of 2 miles per hour.).</p>	

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 7: Mathematics: Ratios and Proportional Relationships (RP)**

<b>MGSE7.RP.2</b>	<b>Recognize and represent proportional relationships between quantities.</b>
	a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
<b>Least complex</b>	<b>Most complex</b>

Communicate a response to state a proportional relationship between two quantities.  Manipulate materials representing a given proportional relationship.	Identify the quantities within a problem which are needed to determine a proportional relationship (e.g., to determine if there is a proportional relationship between height and weight, we need to know the height and weight of various students.)  Utilize information from a given ratio table to complete a graph on a coordinate plane.	Determine the proportional relationship given a scenario (e.g., when 3 children are at the party we have 6 cupcakes, when 4 children are at the party we have 8 cupcakes, when 6 children are at the party we have 12 cupcakes).  Determine whether a graph of coordinates from a ratio table demonstrate a straight line and proportional relationship.	Complete a ratio table to determine if a relationship is proportional.  Determine proportional and nonproportional relationships given various graphs.
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 7: Mathematics: Ratios and Proportional Relationships (RP)**

<b>MGSE7.RP.2</b>	<b>Recognize and represent proportional relationships between quantities.</b>
	b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
<b>Least complex</b>	<b>Most complex</b>

Communicate a response to state a constant proportional relationship between two quantities.  Manipulate materials representing a given constant proportional relationship.	Identify the two quantities which may have a proportional relationship involving unit rate (e.g., identify number of apples and amount of money to buy the apples).	Identify the quantity representing the divisor and dividend when presented with tables, graphs or verbal descriptions (e.g., student determines which quantity is divided by the other as a step to finding the unit rate).	Identify unit rates associated with ratios of whole numbers in tables, graphs, diagrams or verbal descriptions (e.g., if 5 apples cost \$10, what does one apple cost?).
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 7: Mathematics: The Number System (NS)**

<b>MGSE7.NS.1</b>	<b>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</b>	
	a. Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. For example, your bank account balance is -\$25.00. You deposit \$25.00 into your account. The net balance is \$0.00.	
<b>Least complex</b>		<b>Most complex</b>

<p>Communicate a response to state the information needed to solve problems involving numbers and their opposite.</p> <p>Manipulate materials representing numbers/groups and their opposite.</p>	<p>Demonstrate the sum of a positive number and its inverse/opposite on a number line.</p>	<p>Identify the inverse/opposite of a given number.</p>	<p>Solve real-world problems that show the inverse/opposite relationship between two quantities.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 7: Mathematics: The Number System (NS)**

<b>MGSE7.NS.1</b>	<b>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</b>
	b. Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Interpret sums of rational numbers by describing real world contexts.
<b>Least complex</b>	<b>Most complex</b>

<p>Respond differentially when presented with materials needed to add or subtract rational numbers utilizing a number line.</p> <p>Communicate a response to add or subtract rational numbers utilizing a number line.</p> <p>Manipulate materials to move a specified distance from one number on a number line.</p>	<p>Identify the distance to travel on a number line given an addition problem (e.g., given <math>3 + 5</math>, identify 5 as the distance we travel on a number line).</p> <p>Count the correct distance from the beginning point on a number line.</p>	<p>Identify the beginning point on a number line given an addition or subtraction problem.</p> <p>Identify positive and negative numbers within addition and subtraction problems.</p>	<p>Identify the direction on a number line to move when given positive and negative number.</p> <p>Identify the distance to travel on a number line based on positive and negative numbers less than 15.</p>
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**Grade 7: Mathematics: The Number System (NS)**

<b>MGSE7.NS.1</b>	<b>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</b>
	c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
<b>Least complex</b>	<b>Most complex</b>

<p>Respond differentially when presented with materials needed show absolute value on a number line.</p> <p>Communicate a response to count along a number line (in either direction) when zero is the starting point.</p> <p>Manipulate materials representing the counting of numbers on the number line where zero is the starting point.</p>	<p>Identify the beginning point on a number line given a subtraction problem (e.g., given <math>5 - 3</math>, start at 5 on the number line).</p> <p>Identify the distance to travel on a number line given a subtraction problem (e.g., given <math>5 - 3</math>, identify 3 as the distance to travel).</p>	<p>Identify the beginning point on a number line.</p> <p>Identify the direction on a number line to move when given an additive inverse.</p>	<p>Determine the direction to travel on a number line and accurately count the distance traveled when given a real world context where zero is the beginning point. (e.g. Base addition and subtraction problems on the concept of gaining/losing yardage in a football game; temperature).</p> <p>Match subtraction equations with those showing the additive inverse (e.g., <math>5 - 3</math> with <math>5 + (-3)</math>).</p> <p>Identify negative numbers within an addition problem (e.g., <math>-3</math> in the problem <math>5 + (-3)</math>).</p>
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**Grade 7: Mathematics: The Number System (NS)**

<b>MGSE7.NS.1</b>	<b>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</b>
	d. Apply properties of operations as strategies to add and subtract rational numbers.
<b>Least complex</b>	<b>Most complex</b>

Communicate a response to solve addition and subtraction problems that model the properties of operations.  Manipulate materials representing addition and subtraction problems that model the properties of operations.	Solve addition problems involving rational numbers.  Solve subtraction problems involving rational numbers.	Identify the steps needed to solve expressions involving addition and subtraction of positive and negative rational numbers.	Apply the property of operations to solve problem involving addition and subtraction of positive and negative rational numbers.
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**Grade 7: Mathematics: The Number System (NS)**

<b>MGSE7.NS.2</b>	<b>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</b>
a.	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
<b>Least complex</b>	<b>Most complex</b>

Communicate a response to answer multiplication problems that use repeated addition of rational numbers on a number line.	Show repeated addition to solve multiplication of positive and negative rational numbers on a number line.	Use repeated addition to solve a multiplication problem utilizing rational numbers on a number line.	Indicate whether a product is a positive or negative rational number utilizing a number line.
Manipulate materials that show repeated addition to solve multiplication problems utilizing rational numbers on a number line.			Create a multiplication problem utilizing positive and negative rational numbers.

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**Grade 7: Mathematics: The Number System (NS)**

<b>MGSE7.NS.2</b>	<b>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</b>	
b.	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers then $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.	
<b>Least complex</b>		<b>Most complex</b>

Manipulate materials that show division utilizing rational numbers on a number line.	Use repeated subtraction to solve division problems utilizing rational numbers.	Indicate whether a quotient is a positive or negative rational number utilizing a number line.	Develop a division problem utilizing positive and negative rational numbers given a real-world context.
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**Grade 7: Mathematics: The Number System (NS)**

<b>MGSE7.NS.2</b>	<b>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</b>
	c. Apply properties of operations as strategies to multiply and divide rational numbers.
<b>Least complex</b>	<b>Most complex</b>

Communicate a response needed to solve multiplication and division problems that model the properties of operations.  Manipulate materials representing multiplication and division problems that model the properties of operations.	Solve multiplication problems involving positive rational numbers.  Solve division problems involving positive rational numbers.	Identify the steps needed to solve expressions involving multiplication and division of positive and negative rational numbers.	Apply the property of operations to solve problems involving multiplication and division of positive and negative rational numbers.
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**Grade 7: Mathematics: The Number System (NS)**

<b>MGSE7.NS.3</b>	<b>Solve real-world and mathematical problems involving the four operations with rational numbers.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Respond differentially when presented with materials needed to solve mathematical problems involving one operation with rational numbers.</p> <p>Communicate a response to state the information needed to solve mathematical problems involving one operation with rational numbers.</p> <p>Manipulate materials representing solutions to real world mathematical problems involving one operation with rational numbers.</p>	<p>Solve real-world and mathematical problems involving one of the operations with rational numbers.</p>	<p>Solve real-world and mathematical problems involving two of the operations with rational numbers.</p>	<p>Solve real-world and mathematical problems involving more than two operations with rational numbers.</p>
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Grade 7: Mathematics: Expressions and Equations (EE)

<b>MGSE7.EE.1</b>	<b>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Manipulate materials representing a given equivalent expression created by applying the commutative property.</p> <p>Manipulate materials representing a given equivalent expression created by applying the distributive property.</p> <p>Manipulate materials representing a given equivalent expression created by applying the associative property.</p>	<p>Match the commutative property of addition with the associated number sentence.</p> <p>Match the distributive property of addition with the associated number sentence.</p> <p>Match the associative property of addition with the associated number sentence.</p>	<p>Apply distributive properties to evaluate expressions involving one or more operations with positive and/or negative whole numbers (e.g., <math>6 \times 8 + 6 \times 2 = 6(8 + 2)</math>).</p> <p>Apply commutative property to evaluate expressions involving addition with positive and/or negative whole numbers (e.g., <math>21 + 9 = 9 + 21</math>).</p> <p>Apply associative property to evaluate expressions involving addition with positive and/or negative whole numbers (e.g., <math>3 + (2 + 4) = (3 + 2) + 4</math>).</p>	<p>Simplify expressions involving one or more operations with numbers and with letters representing unknown numbers given the value of the unknown number (e.g., <math>4(w-3) + 2w = 4w - 12 + 2w = 4w + 2w - 12 = 6w - 12</math>).</p> <p>Produce and evaluate equivalent expressions by applying the distributive property to problems involving addition, subtraction, and multiplication (e.g., <math>(10 \times a) + (10 \times b) = 10(a + b)</math>).</p>
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**Grade 7: Mathematics: Expressions and Equations (EE)**

<p><b>MGSE7.EE.2</b></p>	<p><b>Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related. For example <math>a + 0.05a = 1.05a</math> means that adding a 5% tax to a total is the same as multiplying the total by 1.05.</b></p>
<p><b>Least complex</b> ←  <b>Most complex</b></p>	

<p>Communicate a response identifying parts of expressions which could be rewritten.</p> <p>Manipulate materials representing different quantities to rewrite expressions.</p>	<p>Identify the components of an expression within a problem context, including positive and negative integers, operations, variables, and coefficients.</p>	<p>Match different forms of expressions (e.g., <math>21 + 9 = 9 + 21</math>).</p> <p>Match components of an expression to known and unknown values within a problem context.</p>	<p>Simplify by rewriting expressions involving one or more operations with numbers and with letters representing unknown numbers given the value of the unknown number (e.g., <math>2(w + 1) = 2w + 2</math>).</p>
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Grade 7: Mathematics: Expressions and Equations (EE)

<p><b>MGSE7.EE.3</b></p>	<p><b>Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>- If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50.</li> <li>- If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</li> </ul>
<p>Least complex </p>	<p>Most complex</p>

<p>Respond differentially when presented with materials needed to solve a single or multi-step real-life mathematical problem.</p> <p>Communicate a response needed to solve a single or multi-step real-life mathematical problem.</p> <p>Manipulate materials representing solutions to single step real-life mathematical problems.</p>	<p>Solve single step real-life problems with whole numbers using any of the 4 operations via match to sample and/or color coded content.</p>	<p>Solve multi-step real-life problems with whole numbers using a single operation within the problem using an array of answer choices to complete the task. (e.g., Ms. D has 5 seeds to plant. One friend gives her 5 more seeds and another friend gives her 10 more seeds. How many seeds does Ms. D. have to plant?).</p> <p>Identify what would make an answer to a mathematical problem reasonable (e.g., the answer needs to be more because the problem had us add).</p>	<p>Solve multi-step real-life problems with positive and negative rational whole numbers using more than one operation within the problem (e.g., Mr. B has \$50 in his wallet. He told his son and daughter he would give them both \$20 for school dance. Will Mr. B. have money left? If so, how much?).</p> <p>Identify why a given answer to a mathematical problem is reasonable (e.g., because the problem had us add two amounts, the sum is reasonable because it is more than both amounts added?).</p>
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**Grade 7: Mathematics: Expressions and Equations (EE)**

<b>MGSE7.EE.4</b>	<b>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</b>
a.	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
<b>Least complex</b>	<b>Most complex</b>

Communicate a response to state the information needed to solve a real-world or mathematical problem.	Identify the known and unknown quantities needed to solve a word problem leading to the equation $p(x+q)$ (e.g., 10, 3, and 2 are quantities needed to solve the problem of Ty wants to cut lawns for \$10. He will cut 3 lawns Saturday and 2 lawns Sunday. How much money will he make?).	Identify the steps needed to solve a word problem leading to the equation $p(x+q)$ .	Solve the equation $p(x+q)$ in both algebraic and arithmetic form given a word problem (e.g., Ty wants to earn \$50 by cutting lawns. He wants to cut lawns for \$10. He can cut 3 lawns Saturday. How many lawns must he cut Sunday to make \$50? $10(3 + x) = 50$ ).
Manipulate materials being utilized to solve a real-world or mathematical problem.		Match an arithmetic expression to an equivalent algebraic expression.	

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**Grade 7: Mathematics: Expressions and Equations (EE)**

<b>MGSE7.EE.4</b>	<b>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</b>
	c. Solve real-world and mathematical problems by writing and solving equations of the form $x+p = q$ and $px = q$ in which $p$ and $q$ are rational numbers.
<b>Least complex</b>	
	<b>Most complex</b>

Communicate a response to state the information needed to solve a real-world or mathematical problem.	Identify numbers and the unknown quantity to complete an equation given a word problem (e.g., Will buys 3 containers of cookies. Each container has 12 cookies. How many cookies did he buy? $3(12)$ “cookies”).	Identify the steps needed to solve a word problem leading to the equation $x + p = q$ and/or $px=q$ .	Solve an equation in the form $x + p = q$ and/or $px = q$ given a word problem.
Manipulate materials representing a given equation.		Match a word problem to an appropriate algebraic equation.	Write an equation based upon a word problem in the form $x + p = q$ or $px = q$ .

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**Grade 7: Mathematics: Geometry (G)**

<b>MGSE7.G.1</b>	<b>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Respond differentially when presented with materials representing different scales of similar geometric figures.</p> <p>Communicate a response needed to solve problems involving geometric figures drawn on different scales.</p> <p>Manipulate materials being utilized to solve problems involving different scales of similar geometric figures.</p>	<p>Match geometric figures which have been drawn to different scales.</p> <p>Identify the lengths and/or areas of geometric figures using whole unit tiles.</p>	<p>Identify the scale of a given drawing of a geometric figure.</p> <p>Identify two geometric figures which match to scale utilizing <math>\frac{1}{2}</math> and whole unit tiles. (e.g., the square with side lengths of 4 tiles is 2 times the scale of the square with side lengths of 2).</p>	<p>Construct a geometric figure at a different scale utilizing <math>\frac{1}{2}</math> and whole unit tiles.</p> <p>Identify the scale (e.g., same size, <math>\frac{1}{2}</math> scale, and <math>\frac{1}{4}</math> scale) when given two triangles utilizing whole and <math>\frac{1}{2}</math> unit lengths.</p>
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**Grade 7: Mathematics: Geometry (G)**

<b>MGSE7.G.3</b>	<b>Describe the two-dimensional figures (cross sections) that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones, cylinders, and spheres.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Respond differentially when presented with materials representing two- and three-dimensional figures within a matching activity.</p> <p>Communicate a response to describe features of cross-sections of three-dimensional figures.</p> <p>Manipulate two- and three-dimensional figures within a matching activity.</p>	<p>Match a two-dimensional figure (cross section) with its three-dimensional shape.</p>	<p>Identify the two-dimensional figure (cross section) that results from slicing a three-dimensional shape along one plane (e.g., a square is shown when a right rectangular prism is sliced vertically).</p>	<p>Identify the two-dimensional figures (cross section) that result from slicing a three-dimensional figure along two different planes.</p>	

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**Grade 7: Mathematics: Geometry (G)**

<b>MGSE7.G.6</b>	<b>Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Respond differentially to identify the correct formula for finding the area, or volume of two- or three-dimensional objects.</p> <p>Manipulate materials to find the area or volume of two- or three-dimensional objects.</p>	<p>Determine what is needed to find the area, volume, or surface area of a two- or three- dimensional object.</p>	<p>When given the dimensions of a two- or three-dimensional object and the correct formula, find the area, volume, or surface area of the object.</p>	<p>When presented with a real-world problem, find the area, volume, or surface area of a two- or three-dimensional object.</p>	

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Grade 7: Mathematics: Statistics and Probability (SP)

MGSE7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	
Least complex		Most complex

	Identify whether a given person is a valid sample of a population (e.g., a student who rides a bus would be in a valid representative sample to name a favorite bus driver, while students who do not ride the bus would not be.).	Identify whether a given set of data supports a statistical question (e.g., would asking students if they like to ride the bus be data to support the question of who is the favorite bus driver?).	Identify the relevant features of a statistical question and determine a possible sample (e.g. "What are you going to ask?" and "Who are you going to ask?").
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**Grade 7: Mathematics: Statistics and Probability (SP)**

<b>MGSE7.SP.2</b>	<b>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Respond differentially when presented with materials representing possible samples from which to gather statistical data.</p> <p>Communicate a response to identify possible samples from which to gather statistical data.</p>	<p>Identify whether data from a random sample shows information needed to make an inference.</p>	<p>Answer questions from a data sample represented graphically.</p> <p>Identify whether data supports an inference.</p>	<p>Utilize data from one sample to make a prediction on another set of data.</p> <p>Create multiple samples from the same set of data to answer one statistical question.</p>
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**Grade 7: Mathematics: Statistics and Probability (SP)**

<b>MGSE7.SP.3</b>	<b>Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Respond differentially when presented with materials which provide the center related to two sets of numerical data.</p> <p>Communicate a response to identify the median and interquartile range.</p>	<p>Identify the measure of center related to two sets of numerical data (e.g., the center of height of a group of basketball players and a group of soccer players).</p>	<p>Identify an overall conclusion based on the measure of center related to two sets of numerical data (e.g., basketball players are taller than soccer players).</p>	<p>Provide multiple conclusions from the comparison of two sets of numerical data using measures of center and interquartile range (e.g., mean height of members of the soccer team is in the lower quartile of the range of basketball player's height).</p>	

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**Grade 7: Mathematics: Statistics and Probability (SP)**

<b>MGSE7.SP.4</b>	<b>Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</b>
<b>Least complex</b>	<b>Most complex</b>



<p>Communicate a response to activities related to answering questions about the mean.</p> <p>Manipulate materials to activities related to answering questions about mode, median, and mean.</p>	<p>Order numerical data related to a statistical question to find a measure of center (e.g., number of bags of chips bought each week by 6th grade students).</p>	<p>Identify which of two sets of numerical data related to a single statistical question has the highest and/or lowest measure of center (e.g., number of bags of chips bought each week by 6th grade and 7th grade students).</p>	<p>Utilize measure of center information to make an inference about two populations related to a single statistical question (e.g., by examining the median and mean, ___ grade students buy ___ more chips each week).</p>
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