



# Standards Map (Massachusetts)

## 7th grade

The ThinkGive curriculum has been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies as well as the Common Core English Language Arts Standards. Utilization and adoption of the Common Core standards and SEL competencies vary by state. Teachers can use this resource to align each ThinkGive lesson to state standards.

### CASEL

### Common Core

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#### SELF-AWARENESS

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence  
Self-efficacy

ThinkGive classroom discussions as well as the online recording / reflecting / blogging components promote connection to a variety of ELA standards.

#### Speaking & Listening

#### Production and Distribution of Writing

CCSS.ELA-LITERACY.W.7.4

#### SELF-MANAGEMENT

Impulse Control  
Self-discipline  
Self-motivation  
Goal setting

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

CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### SOCIAL AWARENESS

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

#### Range of Writing

CCSS.ELA-LITERACY.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### RELATIONSHIP SKILLS

Communication  
Social engagement  
Relationship building  
Teamwork

#### Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.7.1

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

#### RESPONSIBLE DECISION- MAKING

Identifying problems  
Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

## Common Core (cont'd)

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CCSS.ELA-LITERACY.SL.7.1.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.

CCSS.ELA-LITERACY.SL.7.1.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.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

### Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Language

#### Conventions of Standard English

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Common Core (cont'd)

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### Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



In addition, the ThinkGive curriculum has been mapped to the Massachusetts Curriculum Framework for English Language Arts and Literacy Standards, and the Massachusetts Curriculum Framework for Digital Literacy and Computer Science.

## Massachusetts Curriculum Framework for English Language Arts + Literacy

### Writing | Text Types and Purposes

W.7.1.d Establish and maintain style appropriate to audience and purpose  
W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

### Writing | Production and Distribution of Writing

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
W.7.5.a Demonstrate command of standard English conventions  
W.7.5.b Demonstrate the ability to use general academic and domain-specific vocabulary appropriately  
W.7.6 Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## Massachusetts Curriculum Framework for Digital Literacy + Computer Science

These standards are directly addressed through the web-based recording of gifts, responding and reacting to others' gifts, and use of the blog.

### Safety and Security [6-8.CAS.a]

2. Describe how cyberbullying can be prevented and managed.  
4. Describe and use safe, appropriate, and responsible practices (netiquette) when participating in online communities (e.g., discussion groups, blogs, social networking sites).

### Ethics and Laws [6-8.CAS.b]

6. Demonstrate compliance with the school's Acceptable Use Policy (AUP).

### Collaboration and Communication [6-8.DTC.b]

1. Communicate and publish key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources.  
2. Collaborate synchronously and asynchronously through online digital tools.  
3. Demonstrate ability to communicate appropriately through various online tools (e.g., email, social media, texting, blog comments).

# Massachusetts Curriculum Framework for English Language Arts + Literacy (cont'd)

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## Writing | Range of Writing

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening | Comprehension and Collaboration

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.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.

SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

## Speaking and Listening | Presentation of Knowledge and Ideas

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language | Conventions of Standard English

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

L.7.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing.

# Massachusetts Curriculum Framework for English Language Arts + Literacy (cont'd)

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## Language | Knowledge of Language

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

L.7.3.b Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

## Language | Vocabulary Acquisition and Use

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.