English Language Arts

Grade 7

Common Core Standard ©	AASL Standard(s)	Cranium CoRE Support
CC.7.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		*Cranium CoRE* is a gaming vehicle to practice speaking and writing in a team environment with discussion as the key activity. Students can write their own textually complex questions for any text across the curriculum.
CC.7.L.1.a Conventions of Standard English: Explain the function of phrases and clauses in general and their function in specific sentences.		
CC.7.L.1.b Conventions of Standard English: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		*Cranium CoRE* is a gaming vehicle to practice speaking and writing in a team environment with discussion as the key activity. Students can write their own textually complex questions for any text across the curriculum.

CC.7.L.1.c Conventions of Standard English: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*		
CC.7.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		*Cranium CoRE* is a gaming vehicle to practice speaking and writing in a team environment with discussion as the key activity. Students can write their own textually complex questions for any text across the curriculum.
CC.7.L.2.a Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		
CC.7.L.2.b Conventions of Standard English: Spell correctly.		*Cranium CoRE* is a gaming vehicle to practice speaking and writing in a team format. Students can write their own textually complex questions and must adhere to standard correct spelling conventions.
CC.7.L.3 Knowledge of Language: Use		*Cranium CoRE* is a gaming vehicle to practice reading, speaking, writing and listening in a

knowledge of language and its conventions when writing, speaking, reading, or listening.		team environment with discussion as the key activity. Students can write their own textually complex questions for any text across the curriculum.
CC.7.L.3.a Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		The writing component of *Cranium CoRE* has a limit on the length of the questions. Concise writing is at a premium with the limited character space allowed per question with a "less is more" objective.
CC.7.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		The *Cranium CoRE* best practice standard for any text, be it in the text of a book or text in a question, is to stop and look up a definition any time a word appears when the students don't know the meaning of a word.
CC.7.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		This process is a technique often used to help define a word in context by the students while playing a *Cranium CoRE* game.

CC.7.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		
CC.7.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		While playing *Cranium CoRE* it is standard practice to consult either a print or digital dictionary as ready reference to determine the meaning of a word, if needed, i.e., since an iPad can now be used with our Free App, *Cranium CoRE Remote,* to make it a game transmitter, the iPad has a dictionary to use for this purpose.
CC.7.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		While playing *Cranium CoRE* it is standard practice to consult either a print or digital dictionary as ready reference to determine the meaning of a word, if needed, i.e., since an iPad can now be used with our Free App, *Cranium CoRE Remote,* to make it a game transmitter, the iPad has a dictionary to use for this purpose.
CC.7.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in		This is common practice through discussion while playing *Cranium CoRE* games. However, it more particularly comes into play when the students have the chance to compose textually

word meanings.		complex questions in teams for their own *Cranium CoRE* authored games.
CC.7.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		Driving the students deep into the text to discuss and defend their answers to textually complex questions in *Cranium CoRE* reinforces this vocabulary acquisition in context.
CC.7.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		Driving the students deep into the text to discuss and defend their answers to textually complex questions in *Cranium CoRE* reinforces this vocabulary acquisition in context.
CC.7.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		
CC.7.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge		Driving the students deep into the text to discuss and defend their answers to textually complex questions in *Cranium CoRE* reinforces this vocabulary acquisition in context.

when considering a word or phrase important to comprehension or expression.		This especially the case when the students are writing the textually complex questions of their own for the games they create.
CC.7.R.I.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.1.4 Find, evaluate, and select appropriate sources to answer questions.	This is the best practice standard for defending an answer to a *Cranium CoRE* game question using the author's words. It is also used in the composition of textually complex questions by the students.
CC.7.R.I.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	This is the best practice standard for defending an answer to a *Cranium CoRE* game question using the author's words. It is also used in the composition of textually complex questions by the students.
CC.7.R.I.3 Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	This is the best practice standard for defending an answer to a *Cranium CoRE* game question using the author's words. It is also used in the composition of textually complex questions by the students.

influence ideas or events).		
CC.7.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.	This is supported within *Cranium CoRE* whenever words in the questions or words in the text are encountered that are not known, they are defined immediately and discussed when appropriate.
CC.7.R.I.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		This is supported within *Cranium CoRE* by driving the students more deeply into the text with thematic, textually complex questions to discuss and defend the answers connecting consistent overall themes when appropriate.
CC.7.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	This is supported by the author's purpose questions within the game play of *Cranium CoRE* as well as the question writing section to teach students how to compose this type of textually complex question.
CC.7.R.I.7 Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the	1..1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	*Cranium CoRE* supports this by having the students defend their answers contextually using the author's words. It is standard with *Cranium CoRE* to read, view

subject (e.g., how the delivery of a speech affects the impact of the words).	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.	and listen to any source chosen by the teacher immediately before academic game play. The open source nature of *Cranium CoRE* allows for this flexibility.
CC.7.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw	*Cranium CoRE* supports this with discussion and defense of answers using the text. It is equally powerful to discuss why the incorrect answers can not be defended using the text.

	conclusions, and create new knowledge. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	
CC.7.R.I.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for Cranium CoRE. Cranium CoRE is well suited for comparing/contrasting, making inferences and gathering meaning. You could take two book titles, one fiction, one non-fiction and do a remarkable job using Cranium CoRE. For example, "Incidents in the Life of a Slave Girl "could be read with "Copper Sun" for a

	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	compare/contrast academic game set up for paired, fiction and non-fiction thematic reading. Cranium CoRE question writing encourages self-directed, purpose driven communication to demonstrate new understanding in a relevant way.
CC.7.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		*Cranium CoRE* can be used in an interdisciplinary way to scaffold for textual complexity, i.e., for science and history use the book "The Polio Hole" and follow this with the book "Phineas Gage." Both are informational texts. "Phineas Gage" is categorized as an exemplar text.
CC.7.R.L.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.3.1 Respect copyright/intellectual property rights of creators and producers.	*Cranium CoRE* supports this by requiring the students to use the author's words to defend their answers contextually during game play.

CC.7.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	*Cranium CoRE* supports this by using main idea questions throughout. Players are required to use textual detail to defend their answers.
CC.7.R.L.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	*Cranium CoRE* supports this by using thematic, textually complex questions covering various elements of a story that drive the students into the text for deeper meaning. Students must support their answers contextually using the author's words.
CC.7.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	Teachers can guide discussion based on not only the text in the book or short story used for the game, but also, the words used within the *Cranium CoRE* questions themselves.
CC.7.R.L.5 Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	Teachers can guide discussion based on not only the text in the book or short story used for the game, but also, the words used within the

		Cranium CoRE questions themselves.
CC.7.R.L.6 Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.4.4 Interpret new information based on cultural and social context.	Teachers can guide discussion based on not only the text in the book or short story used for the game, but also, the words used within the *Cranium CoRE* questions themselves. Various points of view come into play with *Cranium CoRE* questions directed specifically to those characters. Also, *Cranium CoRE* author's purpose questions routinely to enhance understanding of the text.
CC.7.R.L.7 Integration of Knowledge and Ideas: Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	*Cranium CoRE* is an open source vehicle to allow the students to use their creative writing skills to compose textually complex questions, i.e., comparing hearing text versus seeing text in a section of a book.
CC.7.R.L.9 Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and	Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended

historical account of the same period as a means of understanding how authors of fiction use or alter history.	gather meaning.	for Cranium CoRE. Cranium CoRE is well suited for comparing/contrasting, making inferences and gathering meaning. You could take two book titles, one fiction, one non-fiction and do a remarkable job using Cranium CoRE to compare and contrast them. For example, "Incidents in the Life of a Slave Girl" could be read with "Copper Sun" for a compare/contrast academic game set up for paired reading, fiction and non-fiction thematically. Cranium CoRE question writing encourages self-directed, purpose driven communication to demonstrate new understanding in a relevant way.
CC.7.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		*Cranium CoRE* can be used in an interdisciplinary way to scaffold for textual complexity, i.e., for science and history use the book "The Polio Hole" and follow this with the book "Phineas Gage." Both are informational texts. "Phineas Gage" is categorized as an exemplar text.

CC.7.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		*Cranium CoRE* uses a discussion based model in teams to establish a collaborative intelligence method within a classroom. It can be used one on one with students on a team or in groups of teams. It can be teacher led or student led.
CC.7.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 3.2.3 Demonstrate teamwork by working	The team oriented , thematic discussion framework of *Cranium CoRE* naturally leads to collaborative intelligence within a classroom. Peer pressure works to everyone's advantage in this team format. The required contextual defense of answers with critical thinking and deeper understanding comes into play with the game play and even more so with the question writing.

	productively with others. 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.	
CC.7.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	3.2.3 Demonstrate teamwork by working productively with others. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. 4.3.1 Participate in the social exchange of ideas, both electronically and in person.	The team oriented discussion model of *Cranium CoRE* not only pulls in the reluctant participants, it gives everyone a voice and a potential leadership role in the process.
CC.7.SL.1.c Comprehension and Collaboration: Pose questions that elicit	3.1.2 Participate and collaborate as members of a social and intellectual network of learners.	The team oriented discussion model of *Cranium CoRE* not only pulls in the reluctant participants, it gives everyone a voice and a potential

elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	3.2.3 Demonstrate teamwork by working productively with others. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.	leadership role in the process.
CC.7.SL.1.d Comprehension and Collaboration: Acknowledge new information expressed by others and, when warranted, modify their own views.	2.4.1 Determine how to act on information (accept, reject, modify). 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating	The team oriented discussion model of *Cranium CoRE* not only pulls in the reluctant participants, it gives everyone a voice and a potential leadership role in the process. *Cranium CoRE* works well with three (3) elegantly effective steps in both the gaming and writing area: 1) Express idea or write question 2) Analyze/evaluate it and 3) Revise/edit it.

	with others, and participating as a member of the community.	These steps are all done in a team oriented environment with feedback from the participants.
CC.7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. 4.3.2 Recognize that resources are created for a variety of purposes.	Inference and gathering deeper meaning through complex textual questions are at the heart of the discussion based process of *Cranium CoRE.*
CC.7.SL.3 Comprehension and Collaboration: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 3.1.3 Use writing and speaking skills to	*Cranium CoRE* drives readers, the players, deep into the text to support their thinking and enhances exchange of ideas both orally and in written form using creative autonomy combined with interdependence.

	communicate new understandings effectively.	
CC.7.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	2.2.4 Demonstrate personal productivity by completing products to express learning. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.	*Cranium CoRE* is an open source, blank slate inviting creative use of oral and written skills to discuss, support and defend thoughts related to any text.
CC.7.SL.5 Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view,	*Cranium CoRE* provides the students a wide, autonomous choice of creative expression in the form of gaming within a social network. This, combined with using mobile devices to interact with others around the globe, uses relevant, authentic medium to be innovative and effective in education.

	use, and assess. 3.3.4 Create products that apply to authentic, real-world contexts. 3.4.2 Assess the quality and effectiveness of the learning product.	
CC.7.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)	3.1.3 Use writing and speaking skills to communicate new understandings effectively.	*Cranium CoRE* is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms.
CC.7.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.		*Cranium CoRE's* composition of textually complex questions is a natural vehicle for supporting arguments contextually.
CC.7.W.1.a Text Types and Purposes: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.	Finding contextual proof using the author's words is the heart of *Cranium CoRE.* Authentic, relevant, meaningful discussion and how the themes relate to lives are the soul of *Cranium CoRE.*

CC.7.W.1.b Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 1.2.6 Display emotional resilience by persisting in information searching despite challenges.	Collaborative intelligence in the form of teamwork to seek proof of answers using the authors' words is the centerpiece of the *Cranium CoRE* process. The self-directed, autonomous initiative to compose textually complex questions for educational gaming across the curriculum lifts the language arts bar even higher with *Cranium CoRE.*
CC.7.W.1.c Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	*Cranium CoRE's* highly engaging, rigorous question writing process in a Web 2.0 social network is authentic, relevant, interdisciplinary and very motivational.

CC.7.W.1.d Text Types and Purposes: Establish and maintain a formal style.		*Cranium CoRE's* highly engaging, rigorous question writing process in a Web 2.0 social network is authentic, relevant, interdisciplinary and very motivational.
CC.7.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	*Cranium CoRE's* discussion based, collaborative intelligence model stimulates critical thinking welcoming varying points of view and, importantly, concluding evidence from the text.
CC.7.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and		*Cranium CoRE's* open source, textually complex question writing process provides an alluring way to convey and exchange ideas.

information through the selection, organization, and analysis of relevant content.		
CC.7.W.2.a Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.2 Organize knowledge so that it is useful.	*Cranium CoRE* is a well deigned vehicle to engage all students in a creative, inquiry-based process for open discussion in a cross curricular way with the added rigor of supporting ideas with relevant text using the author's words.
CC.7.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	Collaborative intelligence in the form of teamwork to seek proof of answers in the authors' words is the centerpiece of the *Cranium CoRE* process. The self-directed, autonomous initiative to compose textually complex questions for educational gaming across the curriculum lifts the language arts bar even higher with *Cranium CoRE.*

CC.7.W.2.c Text Types and Purposes: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		*Cranium CoRE* is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.
CC.7.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	*Cranium CoRE* is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.
CC.7.W.2.e Text Types and Purposes: Establish and maintain a formal style.		*Cranium CoRE* is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms.
CC.7.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.	Everything about *Cranium CoRE* gaming is pointed toward expressing a conclusion based on supportive evidence, whether the source is fictional or informational text.

	2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	
CC.7.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
CC.7.W.3.a Text Types and Purposes: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		*Cranium CoRE* does use contextual evidence for both sequencing questions as well as point of view questions from both the author's perspective and/or the characters from the text.
CC.7.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
CC.7.W.3.c Text Types and Purposes: Use a		

variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
CC.7.W.3.d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
CC.7.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.	2.3.3 Use valid information and reasoned conclusions to make ethical decisions.	*Cranium CoRE* uses "what can the reader conclude" type questions to stimulate this concept as well as stimulate discussion.
CC.7.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	3.3.4 Create products that apply to authentic, real-world contexts.	*Cranium CoRE* is a motivating way to immediately publish on the Internet textually complex, educational gaming questions within a Web 2.0 social network.

CC.7.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 53.)	1.1.9 Collaborate with others to broaden and deepen understanding. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.2.3 Demonstrate teamwork by working productively with others.	*Cranium CoRE* is perfect for this type of collaborative intelligence effort to compose textually complex educational gaming questions on a Web 2.0 social network.
CC.7.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 2.1.4 Use technology and other information tools to analyze and organize information. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	*Cranium CoRE* uses Web 2.0 gaming in a social network to immediately publish textually complex questions in an open source environment for any text available in paper form or electronically.

	3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	
CC.7.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 1.2.6 Display emotional resilience by persisting in information searching despite challenges. 2.1.1 Continue an inquiry-based research	*Cranium CoRE* allows for the creative use of technology in an inquiry-based effort to exchange knowledge about any curricular area by developing and refining a wide range of textually complex questions.

	process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.	
CC.7.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.2.4 Maintain a critical stance by questioning	

	the validity and accuracy of all information. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 3.1.6 Use information and technology ethically and responsibly.	
CC.7.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.		*Cranium CoRE* allows for the creative use of technology in an inquiry-based effort to exchange knowledge about any curricular area by developing and refining a wide range of textually complex questions.
CC.7.W.9.a Research to Build and Present Knowledge: Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	Use *Cranium CoRE* to evaluate the information for any text, present it in a print and/or audio format, then use creative writing skills to drive deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author's purpose, sequencing, etc.).

	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	
CC.7.W.9.b Research to Build and Present Knowledge: Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	Use *Cranium CoRE* to evaluate informational text, whether presented in a print and/or audio format, then use creative writing skills to drive deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author's purpose, sequencing, etc.) to evaluate the arguments.
CC.7.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	Composing textually complex *Cranium CoRE* questions for any text is solid practice for writing skill development as well as critical thinking skill development.

| | 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. | |