



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH
Texas Essential Knowledge
and Skills for English
Language Arts and Reading
Correlation to *Wit & Wisdom*

GRADE 7

June 2019

ABOUT *WIT & WISDOM*

Wit & Wisdom® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds®, an organization that brings together teachers and experts who believe all students deserve access to rich, rigorous content. With *Wit & Wisdom*, every text a student explores is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. Instead of basals, students read books they love to build knowledge of important topics and to develop and refine literacy skills. All students read and discuss grade-level texts, and the curriculum includes suggestions for supporting this learning at key moments in the lessons.

Wit & Wisdom is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* is the only ELA resource to receive a Tier 1 designation for all grades, Kindergarten through Grade 8, from the Louisiana Department of Education.

PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with *Wit & Wisdom*. See their stories and data at greatminds.org/english.

ONGOING SUPPORT

To support and sustain successful implementation, *Wit & Wisdom*'s team offers customizable professional development—online or on-site. *Wit & Wisdom* also includes support resources available only from Great Minds:

Introducing *Wit & Wisdom*

- Core text list
- Implementation Guide
- Module 0 (GK–2, G3–5, G6–8)

Extending *Wit & Wisdom*





- Parent Tip Sheets
- Volume of Reading text list
- *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
- The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum's rich artwork)

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GRADE 7 ENGLISH LANGUAGE ARTS

The majority of the Grade 7 Texas Essential Knowledge and Skills for English Language Arts and Reading are fully covered by Grade 7 of the *Wit & Wisdom* curriculum. The areas where the Grade 7 Texas standards and Grade 7 of the *Wit & Wisdom* curriculum do not align will require supplemental materials and use of *Wit & Wisdom* content from other grade levels. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Texas standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

-  *Wit & Wisdom* fully addresses the Texas standard.
-  *Wit & Wisdom* may not completely address the Texas standard.
-  *Wit & Wisdom* does not address the Texas standard.
-  *Wit & Wisdom* addresses the Texas standard at a different grade level.

G = grade level

Examples:

M = module

G7 M1 L6 = Grade 7 Module 1 Lesson 6

L = lesson

G7 M1 L6DD = Grade 7 Module 1 Lesson 6 Deep Dive

DD = Deep Dive

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Developing and Sustaining Foundational Language Skills	7.1 Listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
		7.1.A listen actively to interpret a message and ask clarifying questions that build on others' ideas;	G7 M1 L7, L30 G7 M2 L2, L7 G7 M3 L2, L5, L7–11, L29, L37 G7 M4 L14, L21–22, L31
		7.1.B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	Supplemental material is necessary to address giving complex oral instructions. The following lessons address following complex oral instructions. G7 M1 L15, L20DD
		7.1.C present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	Supplemental material is necessary to address orally presenting a critique. The following lessons address employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. G7 M1 L10–11, L18 G7 M4 L14, L20DD
		7.1.D engage in meaningful discourse and provide and accept constructive feedback from others.	G7 M1 L5, L7, L24, L30

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Developing and Sustaining Foundational Language Skills	<p>7.2 Listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>		
		<p>7.2.A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p>Supplemental material is necessary to address using print or digital resources to determine syllabication and word origin. The following lessons address using print or digital resources to determine meaning, pronunciation, and part of speech.</p> <p>G7 M1 L5DD, L8DD, L16DD, L24DD</p> <p>G7 M2 L4DD, L7DD, L17DD, L27DD</p> <p>G7 M3 L11DD, L32DD</p> <p>G7 M4 L3, L3DD, L4DD, L8DD, L10DD, L15DD, L16DD, L17DD, L18, L30DD</p>
		<p>7.2.B use context such as contrast or cause and effect to clarify the meaning of words; and</p>	<p>G7 M1 L2, L5, L5DD, L6DD, L10DD, L13DD, L16DD, L17DD, L27DD, L28, L31DD</p> <p>G7 M2 L2DD, L3DD, L4DD, L7DD, L13DD, L17DD, L19DD, L22DD, L26, L27DD, L29DD, L31DD</p> <p>G7 M3 L2DD, L4, L5DD, L11DD, L15, L18, L19DD, L20DD, L31, L34DD</p> <p>G7 M4 L3DD, L9, L16DD, L17DD, L18, L21DD, L23DD, L24DD, L26, L28DD, L30DD, L33DD</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>7.2.C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as <i>omni</i>, <i>log/logue</i>, <i>gen</i>, <i>vid/vis</i>, <i>phil</i>, <i>luc</i>, and <i>sens/sent</i>.</p>	<p>G7 M1 L2DD, L6DD, L8DD, L10DD, L13DD, L16DD, L20DD, L29DD</p> <p>G7 M2 L1, L2DD, L3DD, L8DD, L13DD, L22DD, L25DD, L27DD</p> <p>G7 M3 L1DD, L2DD, L5DD, L20DD, L29DD, L32DD, L34DD</p> <p>G7 M4 L3DD, L7DD, L8DD, L9, L10DD, L15DD, L17DD, L21DD, L24DD, L30DD, L33DD</p>
<p>Developing and Sustaining Foundational Language Skills</p>	<p>7.3 Listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.</p>		<p>Supplemental material is necessary to address this standard thoroughly.</p> <p>G7 M1 L10–11, L23</p>
<p>Developing and Sustaining Foundational Language Skills</p>	<p>7.4 Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>		<p>Each <i>Wit & Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.</p>
<p>Comprehension Skills</p>	<p>7.5 Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>7.5.A establish purpose for reading assigned and self-selected texts;</p> <p>7.5.B generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><i>Wit & Wisdom</i> does not explicitly address students establishing their own purposes for reading assigned and self-selected texts.</p> <p>G7 M1 L1, L3–4, L8, L14–15, L20</p> <p>G7 M2 L1, L4, L6, L9, L12, L15, L22</p> <p>G7 M4 L1, L3–4, L24, L26, L30</p>

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		7.5.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;	G7 M1 L4, L10, L20 G7 M2 L23 G7 M4 L3, L14–15
		7.5.D create mental images to deepen understanding;	G7 M2 L3, L5
		7.5.E make connections to personal experiences, ideas in other texts, and society;	G7 M1 L1, L5 G7 M2 L18 G7 M3 L18, L24–26, L26DD, L27, L29, L31 G7 M4 L3–5, L7, L9, L12–14, L23, L25–26
		7.5.F make inferences and use evidence to support understanding;	G7 M1 L6, L11, L16, L22, L24 G7 M2 L13, L22, L33 G7 M3 L8, L25–26, L28–29 G7 M4 L1–2, L5–9, L13, L16, L19, L23–28, L30–31
		7.5.G evaluate details read to determine key ideas;	G7 M1 L1–5, L15 G7 M2 L8, L11, L29–30 G7 M3 L4, L7, L13, L18 G7 M4 L3
		7.5.H synthesize information to create new understanding; and	G7 M4 L23, L26, L34

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		<p>7.5.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p><i>Wit & Wisdom</i> does not explicitly address monitoring comprehension and making adjustments.</p>
<p>Response Skills</p>	<p>7.6 Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>7.6.A describe personal connections to a variety of sources, including self-selected texts;</p>	<p>Supplemental material, such as use of the <i>Wit & Wisdom</i> Volume of Reading list, is necessary to ensure making connections with self-selected texts. The following lesson addresses making personal connections to varied sources.</p> <p>G7 M1 L1</p>
		<p>7.6.B write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p>	<p>G7 M2 L34 G7 M4 L12</p>
		<p>7.6.C use text evidence to support an appropriate response;</p>	<p>G7 M3 L34</p>
		<p>7.6.D paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p>G7 M1 L2–5, L9–10, L16, L19, L22–29 G7 M2 L3–6, L8–11, L13, L15, L19, L23, L25–26, L31 G7 M3 L13–14, L18, L20–21, L23–24, L27, L31 G7 M4 L3–5, L13–17, L19, L23–26, L29</p>

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		<p>7.6.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>G7 M1 L23 G7 M2 L4 G7 M3 L9, L31</p>
		<p>7.6.F respond using newly acquired vocabulary as appropriate;</p>	<p>G7 M3 L26DD, L31DD, L37DD G7 M4 L27</p>
		<p>7.6.G discuss and write about the explicit or implicit meanings of text;</p>	<p>G7 M1 L1–5, L7–10, L15, L19 G7 M2 L7, L16, L19 G7 M3 L2, L9, L29, L37 G7 M4 L38</p>
		<p>7.6.H respond orally or in writing with appropriate register, vocabulary, tone, and voice; and</p>	<p>Supplemental material is necessary to address responding orally or in writing with appropriate voice. The following lessons address responding orally or in writing with appropriate register, vocabulary, and tone. G7 M2 L15, L29, L29DD G7 M3 L6 G7 M4 L14</p>
		<p>7.6.I reflect on and adjust responses as new evidence is presented.</p>	<p>G7 M1 L7 G7 M2 L30 G7 M3 L29, L37 G7 M4 L31</p>

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Multiple Genres	7.7	Listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
			7.7.A infer multiple themes within and across texts using text evidence;	G7 M1 L24 G7 M3 L24, L28–29 G7 M4 L38
			7.7.B analyze how characters’ qualities influence events and resolution of the conflict;	Supplemental material is necessary to address analysis of how characters’ qualities influence the resolution of the conflict. The following lessons address analyzing how characters’ qualities influence events. G7 M1 L10, L11, L15–16, L24 G7 M2 L9
			7.7.C analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	G7 M1 L9–10, L15, L29 G7 M2 L9, L12, L14 G7 M4 L1, L19
			7.7.D analyze how the setting influences character and plot development.	G7 M1 L9, L16–17, L22, L25, L29–31 G7 M2 L7, L12, L15, L17 G7 M4 L2, L5

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Multiple Genres	7.8 Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
		7.8.A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	G7 M1 L31–33 G7 M2 L4, L10
		7.8.B analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	Supplemental material is necessary to address analyzing the effect of meter across a variety of poetic forms. The following lesson addresses analyzing the effect of rhyme scheme and graphical elements in poems. G7 M3 L3
		7.8.C analyze how playwrights develop characters through dialogue and staging;	Supplemental material is necessary to address analyzing how playwrights develop characters through staging. <i>Wit & Wisdom</i> addresses analyzing how playwrights develop characters through dialogue in Grade 8. G8 M3 L1, L5, L18
		7.8.D analyze characteristics and structural elements of informational text, including:	
		i. the controlling idea or thesis with supporting evidence;	G7 M1 L2 G7 M2 L8, L29 G7 M4 L3, L15, L18, L30, L32, L38
		ii. features such as references or acknowledgements; and	G7 M4 L25, L30

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		iii. organizational patterns that support multiple topics, categories, and subcategories;	G7 M2 L1, L23–24 G7 M4 L3, L9, L14
		7.8.E analyze characteristics and structures of argumentative text by:	
		i. identifying the claim;	G7 M3 L3, L13–14, L17, L19, L32
		ii. explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	Supplemental material is necessary to address how the author uses consideration of alternatives to support the argument. The following lessons address explaining how the author uses various types of evidence to support the argument. G7 M3 L7–8, L14, L17, L31
		iii. identifying the intended audience or reader; and	G7 M3 L13
		7.8.F analyze characteristics of multimodal and digital texts.	<i>Wit & Wisdom</i> addresses this standard in Grade 5. G5 M4 L26–27, L31
Author’s Purpose and Craft	7.9 Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
		7.9.A explain the author’s purpose and message within a text;	G7 M2 L8 G7 M3 L3, L7–8, L12–13, L32 G7 M4 L3, L9, L16, L18, L26
		7.9.B analyze how the use of text structure contributes to the author’s purpose;	G7 M2 L1, L4, L8, L17–18, L23–24 G7 M3 L4, L28 G7 M4 L3, L9, L15–16, L18, L30

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		<p>7.9.C analyze the author’s use of print and graphic features to achieve specific purposes;</p>	<p>G7 M3 L26 G7 M4 L15</p>
		<p>7.9.D describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes;</p>	<p>G7 M1 L1DD, L12DD G7 M2 L5 G7 M3 L4, L4DD, L6, L9 G7 M4 L3, L12DD, L14DD</p>
		<p>7.9.E identify the use of literary devices, including subjective and objective point of view;</p>	<p>Supplemental material is necessary to address the identification of subjective and objective point of view. The following lessons address identifying the use of literary devices. G7 M1 L1DD, L6, L9, L21DD, L27 G7 M3 L7DD, L8–9, L19, L22DD, L28 G7 M4 L13</p>
		<p>7.9.F analyze how the author’s use of language contributes to mood, voice, and tone; and</p>	<p>Supplemental material is necessary to address analyzing how the author’s use of language contributes to mood and voice. The following lessons address analyzing how the author’s use of language contributes to tone. G7 M1 L12 G7 M2 L14DD, L28 G7 M3 L4–5</p>

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		<p>7.9.G explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.</p>	G7 M3 L9, L14, L17, L21
Composition		<p>7.10 Listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
		<p>7.10.A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p>	<i>Wit & Wisdom</i> does not address students planning a first draft by selecting a genre.
		<p>7.10.B develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p>	<p>G7 M2 L11DD, L12DD, L18DD, L21, L24DD, L31–32</p> <p>G7 M3 L15DD, L16, L21, L31, L33</p> <p>G7 M4 L28, L32–33, L35–36</p>
		<p>ii. developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p>	<p>G7 M2 L6</p> <p>G7 M3 L11, L15</p> <p>G7 M4 L33, L35–36</p>

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		<p>7.10.C revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p>G7 M1 L18DD, L22DD, L30DD, L33–34, L34DD</p> <p>G7 M2 L5DD, L6DD, L15DD, L20–21, L23DD, L26DD, L28DD, L35, L35DD</p> <p>G7 M3 L8DD, L9DD, L10DD, L15DD, L22, L23DD, L30, L30DD, L33, L35–36, L36DD</p> <p>G7 M4 L31DD, L32DD, L37, L37DD</p>
		<p>7.10.D edit drafts using standard English conventions, including:</p>	
		<p>i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p>Supplemental material is necessary to address the avoidance of splices. <i>Wit & Wisdom</i> addresses subject-verb agreement in Grade 3 and the avoidance of run-ons and fragments in Grade 4. The following lessons address creating complex sentences.</p> <p>G7 M1 L18DD, L19DD, L22DD, L30DD, L34DD</p> <p>G7 M3 L24DD, L27DD, L36DD</p>
		<p>ii. consistent, appropriate use of verb tenses;</p>	<p><i>Wit & Wisdom</i> addresses this standard in Grade 5.</p> <p>G5 M3 L22DD, L23DD, L24DD, L27DD, L28, L28DD, L37, L37DD</p>
		<p>iii. conjunctive adverbs;</p>	<p><i>Wit & Wisdom</i> does not address conjunctive adverbs.</p>
		<p>iv. prepositions and prepositional phrases and their influence on subject-verb agreement;</p>	<p><i>Wit & Wisdom</i> does not address the influence of prepositions and prepositional phrases on subject-verb agreement. <i>Wit & Wisdom</i> does not address using prepositions and prepositional phrases in the middle grades. <i>Wit & Wisdom</i> addresses using prepositions and prepositional phrases in Grades 1, 3, 4, and 5.</p>

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		v. pronoun-antecedent agreement;	<i>Wit & Wisdom</i> does not address pronoun-antecedent agreement in the middle grades. <i>Wit & Wisdom</i> addresses this standard in Grade 3.
		vi. subordinating conjunctions to form complex sentences and correlative conjunctions such as <i>either/or</i> and <i>neither/nor</i> ;	<i>Wit & Wisdom</i> does not address using subordinating conjunctions to form complex sentences in the middle grades. <i>Wit & Wisdom</i> addresses using subordinating conjunctions to form complex sentences in Grade 3. <i>Wit & Wisdom</i> addresses correlative conjunctions in Grade 5. G5 M4 L18DD, L19DD, L21DD, L23DD
		vii. correct capitalization;	<i>Wit & Wisdom</i> does not address correct capitalization in the middle grades. <i>Wit & Wisdom</i> addresses this standard in Grade 4.
		viii. punctuation, including commas to set off words, phrases, clauses, and semicolons; and	Supplemental material is necessary to address using semicolons. <i>Wit & Wisdom</i> addresses including commas to set off nonrestrictive/parenthetical phrases or clauses in Grade 6. The following lessons address including commas to set off words. G7 M1 L23DD, L26DD, L28DD, L34DD G7 M2 L26DD, L35 G7 M4 L6DD, L9DD, L33, L35–36, L37DD
		ix. correct spelling, including commonly confused terms such as <i>its/it's</i> , <i>affect/effect</i> , <i>there/their/they're</i> , and <i>to/two/too</i> ; and	<i>Wit & Wisdom</i> addresses commonly confused terms in Grade 4. The following lessons address correct spelling. G7 M2 L20, L35 G7 M4 L37DD

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		<p>7.10.E publish written work for appropriate audiences.</p>	<p>G7 M1 L7, L19 G7 M2 L20, L31–35 G7 M3 L10, L21, L30, L34–37 G7 M4 L24, L33–37</p>
Composition	<p>7.11 Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>		
		<p>7.11.A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p>G7 M1 L3, L28</p>
		<p>7.11.B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;</p>	<p>G7 M2 L20, L24, L31–32, L34 G7 M4 L34</p>
		<p>7.11.C compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	<p>G7 M3 L33–34</p>
		<p>7.11.D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p><i>Wit & Wisdom</i> addresses this standard in Grade 8. G8 M4 L8</p>

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Inquiry and Research	7.12		Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
		7.12.A generate student-selected and teacher-guided questions for formal and informal inquiry;	G7 M2 L2 G7 M4 L1–2, L5, L9, L11
		7.12.B develop and revise a plan;	G7 M4 L1, L11, L30
		7.12.C refine the major research question, if necessary, guided by the answers to a secondary set of questions;	Supplemental material is necessary to address a secondary set of guiding questions for refining research questions. The following lessons address refining a major research question. G7 M4 L1–2, L4
		7.12.D identify and gather relevant information from a variety of sources;	G7 M2 L16 G7 M4 L5, L8, L11–12, L26, L34
		7.12.E differentiate between primary and secondary sources;	<i>Wit & Wisdom</i> addresses this standard in Grade 8. G8 M4 L7
		7.12.F synthesize information from a variety of sources;	G7 M4 L26, L34
		7.12.G differentiate between paraphrasing and plagiarism when using source materials;	G7 M4 L10–11, L27, L33–36

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		7.12.H examine sources for:	
		i. reliability, credibility, and bias; and	G7 M4 L8–9, L11
		ii. faulty reasoning such as hyperbole, emotional appeals, and stereotype;	G7 M3 L14–15, L23
		7.12.I display academic citations and use source materials ethically; and	Supplemental material is necessary to address using source materials ethically. The following lessons address displaying academic citations. G7 M4 L27, L34–36
		7.12.J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	G7 M4 L21, L32, L37