Idaho English Language Arts/Literacy

Grade 7

Adopted 2022

Reading Comprehension

Text Complexity

1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. 7.RC.1

Volume of Reading to Build Knowledge

2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. 7.RC.2

Textual Evidence

3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. 7.RC.3

Reading Fluency

4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension. 7.RC.4

Literature

5. Use evidence from literature to demonstrate understanding of grade-level texts. 7.RC.5
    a. Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts. 7.RC.5.A
    b. Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. 7.RC.5.B
    c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. 7.RC.5.C
    d. Explain how authors develop and contrast the point of view of different characters or narrators in texts. 7.RC.5.D
    e. Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history. 7.RC.5.E

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Nonfiction Text

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 7.RC.6

    a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. 7.RC.6.A

    b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 7.RC.6.B

    c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas. 7.RC.6.C

    d. Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims. 7.RC.6.D

    e. Compare and contrast 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. 7.RC.6.E

Vocabulary Development

Word Building

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. 7.VD.1

    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. 7.VD.1.A

    b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words geologist and geophysics). 7.VD.1.B

    c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech. 7.VD.1.C

    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). 7.VD.1.D

2. Determine how words and phrases provide meaning and nuance to grade-level texts. 7.VD.2

    a. Interpret figurative language (e.g., euphemism, oxymoron) in context. 7.VD.2.A

    b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 7.VD.2.B

    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., curious versus nosy, assertive versus pushy). 7.VD.2.C

    d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images. 7.VD.2.D

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Academic Vocabulary

3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. 7.VD.3

Research Strand

Inquiry Process to Build, Present, and Use Knowledge

1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. 7.RS.1

Deep Reading on Topics to Build Knowledge

2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) 7.RS.2

Writing Strand

Range of Writing

1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. 7.W.1
2. Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented. 7.W.2
3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. 7.W.3
4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). 7.W.4

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5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. 7.W.5
6. With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.) 7.W.6

Handwriting and Keyboarding

7. Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. 7.W.7

Oral and Digital Communications Strand

Oral Communications

1. Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. 7.ODC.1
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. 7.ODC.2
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. 7.ODC.3
4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. 7.ODC.4

Digital Communications

5. Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices. 7.ODC.5
6. Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current. 7.ODC.6
7. Compare and contrast a text to an audio, video, or digital version of the text, analyzing each medium's portrayal of the subject. 7.ODC.7
8. Include digital components in presentations to clarify claims and findings and emphasize salient points. 7.ODC.8

Gr... and Co...

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1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 7.GC.1
    a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). 7.GC.1.A
    b. Explain the function of phrases and clauses in general and their function in specific sentences. 7.GC.1.B
    c. Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. 7.GC.1.C
    d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 7.GC.1.D
    e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. 7.GC.1.E
    f. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 7.GC.1.F

Mechanics

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 7.GC.2
    a. Use commas, parentheses, and dashes set off nonrestrictive/parenthetical elements. 7.GC.2.A
    b. Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie). 7.GC.2.B
3. Spell derivatives correctly by applying knowledge of bases and affixes. 7.GC.3