Indiana English/Language Arts Content Connectors

Grade 7

Reading Comprehension RC

1 **Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)** 7.RC.1

- a Use at least two pieces of textual evidence to explain what a text says or to draw inferences. (E) 7.RC.1A

2 **Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)** 7.RC.2

- a Provide a summary of the text, including at least two details, that shows how a theme or central idea develops. (E) 7.RC.2A

3 **Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot. (E)** 7.RC.3

- a Describe how the structural elements from a work of literature (e.g., subplots, parallel episodes, climax, or conflicts) contribute to its meaning. Explain how a change in one particular element might impact the plot. (E) 7.RC.3A

4 **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.** 7.RC.4

- a Compare or contrast a fictional description of a time, place, or character and a historical account of the same period. 7.RC.4A

5 **Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.** 7.RC.5

- a Explain how more than one central idea in a text is developed, and summarize the text using supporting details. 7.RC.5A

6 **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).** 7.RC.6

- a Describe in detail how ideas influence individuals or events or how individuals influence ideas or events in a text. 7.RC.6A

7 **Determine an author's perspective or purpose in a text, and analyze how the author distinguishes their position from the positions of others. (E)** 7.RC.7

- a Determine an author's perspective or purpose in a text and where the author compares their position to that of others. (E) 7.RC.7A

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8 **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, noting instances of bias and stereotyping. (E)** 7.RC.8

- a Identify an argument or specific claims in a text, and evaluate an author's reasoning and evidence for relevance and sufficiency; note any instances of bias or stereotyping. (E) 7.RC.8A

9 **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.** 7.RC.9

- a Compare how two authors writing about the same topic emphasize different evidence or different interpretations of facts to shape their presentations. 7.RC.9A

10 **Use context to determine or clarify the meaning of words and phrases.** 7.RC.10

- a Use context clues to determine the meaning of unknown words and phrases. (E) 7.RC.10A

11 **Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.** 7.RC.11

- a Identify and demonstrate knowledge of word relationships, including synonyms/antonyms and analogies. 7.RC.11A

12 **Distinguish among the connotations of words with similar denotations.** 7.RC.12

- a Determine the connotative meaning of words with similar denotations. 7.RC.12A

13 **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel). (E)** 7.RC.13

- a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel). 7.RC.13A

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Writing W

1 **Write arguments in a variety of forms that: a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Establish and maintain a consistent style and tone appropriate for the purpose and audience. d. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Provide a concluding statement or section that follows and supports the argument presented. (E)** 7.W.1

a Write an argument that: a. Introduces at least one claim using an appropriate organizational structure such as problem/solution, compare/contrast, or cause/effect, and acknowledges an alternate or opposing claim. b. Supports at least one claim with at least two clear reasons and relevant evidence from more than one accurate and credible source. c. Uses language that is appropriate to the purpose and the audience. d. Uses at least three transitions to connect the claim(s), reasoning, and evidence. e. Provides a concluding statement that relates to the argument. (E) 7.W.1A

2 **Write informative compositions in a variety of forms that: a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. e. Establish and maintain a style appropriate for the purpose and audience. f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)** 7.W.2

a Write an informative piece that: a. Introduces a topic in a way that previews what is to follow, and organizes ideas and information using a strategy such as definition or classification. b. Develops the topic with at least three relevant facts, definitions, concrete details, quotations, or other information from at least two different sources or texts. c. Uses at least three transitions to connect ideas. d. Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. e. Uses language that is appropriate to the purpose and audience and content-specific vocabulary to help express ideas precisely. f. Provides a concluding statement related to the information or explanation presented. (E) 7.W.2A

3 **Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture**

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the action and convey experiences and events. e. Provide an ending that follows and reflects on the narrated experiences or events. (E) 7.W.3

a Write a narrative that: a. Introduces a narrator and/or characters in a way that establishes the point of view or context for the reader. b. Organizes a sequence of events (e.g., conflict, climax, resolution) that unfolds logically, using transition words, phrases, and/or clauses to signal shifts from one time frame or setting to another. c. Uses more than two narrative techniques, such as dialogue, pacing, and/or description, to develop experiences, events, or characters. d. Uses relevant descriptive details and/or sensory language to describe experiences and events. e. Provides an ending that follows and/or reflects on the narrated experiences or events. (E) 7.W.3A

4 **Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.** 7.W.4

a Apply the writing process to all formal writing: a. Plan by generating and recording ideas for writing through discussions, pictures, drawings, and/or provided reference materials about a topic or experience; b. Select a topic, purpose, and genre; c. Develop drafts in written form and revise writing using appropriate reference materials; d. Use varied forms of provided feedback and strengthen writing by rewriting or trying a new approach; e. With some support from peers and/or adults, edit writing for conventions, clarity, and coherence; and f. Use available and familiar technology to gather information, interact and collaborate with others, produce and publish writing, and/or link to resources. 7.W.4A

5 **Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)** 7.W.5

a Conduct research to build knowledge about the research process and the topic under study. a. Formulate a research question (e.g., "How does Indiana influence life in the Midwest?"). b. Identify relevant information from at least three sources and create at least four annotations. c. Assess the credibility or accuracy of each source. d. Quote or paraphrase the information or conclusions of others. e. Use assistive technology or tools to avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E) 7.W.5A

6 **Demonstrate command of English grammar and usage, focusing on: a. Verbs – Recognizing and correcting problems with subject/verb agreement. b. Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers. c. Usage – Writing simple, compound, complex, and compound-complex sentences;**

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recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E) 7.W.6

a Correctly apply English grammar and usage, focusing on: a. Verbs - Using correct subject/verb agreement. b. Phrases and Clauses - Recognizing misplaced or dangling modifiers. c. Usage - With the aid of cloze activities, producing simple, compound, complex, and compound-complex sentences; correcting fragments and run-ons, and varying some sentence patterns for meaning or reader interest. (E) 7.W.6A

7 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on: a. Punctuation – Using commas with subordinate clauses. (E)** 7.W.7

a Apply capitalization, punctuation, and spelling conventions, focusing on: a. Correct use of capitalization throughout writing. b. Punctuation - Using commas with subordinate clauses. c. Spelling - Using assistive technology or tools for spell checking. (E) 7.W.7A

Communication and Collaboration CC

1 **Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)** 7.CC.1

a Participate in at least three collaborative discussions (one-on-one, in groups, and/or teacher-led) by making at least two comments on instructional-level topics. (E) 7.CC.1A

2 **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. (E)** 7.CC.2

a Ask more than one question that prompts others to elaborate, and provide relevant responses to questions or comments from others in order to keep the discussion on topic. (E) 7.CC.2A

3 **Acknowledge new information expressed by others, and consider it in relation to one's own views. (E)** 7.CC.3

a Acknowledge new information expressed by others, and consider whether or not it relates to or mirrors one's own view(s). (E) 7.CC.3A

4 **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.CC.4

a Demonstrate an understanding of information presented in three different forms of media and/or formats (e.g., visually, quantitatively, orally) by explaining how the ideas clarify a topic, text, or issue under study. 7.CC.4A

5 **Delineate a speaker's argument and specific claims, evaluating the soundness of he reasoning, relevance, and sufficiency of the evidence.** 7.CC.5

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a Identify a speaker's argument and specific claims, and evaluate the soundness of reasoning, relevance, and sufficiency of the supporting evidence. 7.CC.5A

6 **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.** 7.CC.6

a Present on a claim and findings in a focused manner using at least three pertinent descriptions, facts, details, and examples, emphasizing key points. 7.CC.6A

7 **Develop engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.** 7.CC.7

a Develop presentations that include more than two multimedia components (e.g., graphics, images, music, sound) and/or visual displays to clarify information and emphasize key points. 7.CC.7A

8 **Analyze the ways that the media use words and images to attract the public's attention. (E)** 7.CC.8

a Identify words and images the media uses in ads or videos to attract the public's attention. (E) 7.CC.8A