

Grade 7

Reading Standards for Literature

Key Ideas and Details

- 1 Analyze text to identify where information is explicitly stated and where inferences must be drawn. [EE.RL.7.1](#)
- 2 Identify events in a text that are related to the theme or central idea. [EE.RL.7.2](#)
- 3 Determine how two or more-story elements are related. [EE.RL.7.3](#)

Craft and Structure

- 4 Determine the meaning of simple idioms and figures of speech as they are used in a text. [EE.RL.7.4](#)
- 5 Compare the structure of two or more texts (e.g., stories, poems, or dramas). [EE.RL.7.5](#)
- 6 Compare the points of view of two or more characters or narrators in a text. [EE.RL.7.6](#)

Integration of Knowledge and Ideas

- 7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text. [EE.RL.7.7](#)
- 9 Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account. [EE.RL.7.9](#)

Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry. [EE.RL.7.10](#)

Reading Standards for Informational Text

Key Ideas and Details

- 1 Analyze text to identify where information is explicitly stated and where inferences must be drawn. [EE.RI.7.1](#)
- 2 Determine two or more central ideas in a text. [EE.RI.7.2](#)
- 3 Determine how two individuals, events or ideas in a text are related. [EE.RI.7.3](#)

Craft and Structure

- 4 Determine how words or phrases are used to persuade or inform a text. [EE.RI.7.4](#)
- 5 Determine how a fact, step, or event fit into the overall structure of the text. [EE.RI.7.5](#)

- 6 Determine an author's purpose or point of view. [EE.RI.7.6](#)
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Integration of Knowledge and Ideas

- 7 Compare a text to an audio, video or multimedia version of the same text. [EE.RI.7.7](#)
- 8 Determine how a claim or reason fits into the overall structure of an informational text. [EE.RI.7.8](#)
- 9 Compare and contrast how different texts on the same topic present the details. [EE.RI.7.9](#)
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Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding while actively reading or listening to literary nonfiction. [EE.RI.7.10](#)
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Writing

Text Types and Purposes

- 1 Write claims about topics or text. [EE.W.7.1](#)
- a Introduce a topic or text and write one claim about it. [EE.W.7.1.A](#)
 - b Write one or more reasons to support a claim about a topic or text. [EE.W.7.1.B](#)
 - c Use temporal words (first, next, also) to create cohesion. [EE.W.7.1.C](#)
- 2 Write to share information supported by details. [EE.W.7.2](#)
- a Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. [EE.W.7.2.A](#)
 - b Provide facts, details, or other information related to the topic. [EE.W.7.2.B](#)
 - d Select domain-specific vocabulary to use in writing about the topic. [EE.W.7.2.D](#)
- 3 Write about events or personal experiences. [EE.W.7.3](#)
- a Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. [EE.W.7.3.A](#)
 - c Use temporal words (e.g., first, then, next) to signal order. [EE.W.7.3.C](#)
 - d Use words that describe feelings of people or characters in the narrative. [EE.W.7.3.D](#)
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Production and Distribution of Writing

- 4 Produce writing that is appropriate for the task, purpose, or audience. [EE.W.7.4](#)
- 5 With guidance and support from adults and peers, plan before writing and revise own writing. [EE.W.7.5](#)
- 6 Use technology, including the Internet, to produce writing to interact and collaborate with others. [EE.W.7.6](#)
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Research to Build and Present Knowledge

- 7 Conduct research to answer a question based on multiple sources of information. [EE.W.7.7](#)

- 8 Identify quotes providing relevant information about a topic from multiple print or digital sources. [EE.W.7.8](#)
 - 9 Use information from literary and informational text to support writing. [EE.W.7.9](#)
 - a Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). [EE.W.7.9.A](#)
 - b Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”). [EE.W.7.9.B](#)
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Range of Writing

- 10 Write routinely for a variety of tasks, purposes, and audiences. [EE.W.7.10](#)
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Speaking and Listening

Comprehension and Collaboration

- 1 Engage in collaborative discussions. [EE.SL.7.1](#)
 - a Come to discussions prepared to share information. [EE.SL.7.1.A](#)
 - a With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. [EE.SL.7.1.A](#)
 - b Remain on the topic of the discussion when answering questions or making other contributions to a discussion. [EE.SL.7.1.B](#)
 - c Acknowledge new information expressed by others in a discussion. [EE.SL.7.1.C](#)
 - 2 Identify details related to the main idea of a text presented orally or through other media. [EE.SL.7.2](#)
 - 3 Determine whether the claims made by a speaker are fact or opinion. [EE.SL.7.3](#)
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Presentation of Knowledge and Ideas

- 4 Present findings on a topic including relevant descriptions, facts, or details. [EE.SL.7.4](#)
 - 5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation. [EE.SL.7.5](#)
 - 6 Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. [EE.SL.7.6](#)
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Language

Conventions of Standard English

- 1 Demonstrate standard English grammar and usage when communicating. [EE.L.7.1](#)
 - a Explain the function of phrases and clauses in general and their function in specific sentences. [EE.L.7.1.A](#)
 - b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [EE.L.7.1.B](#)
 - c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. [EE.L.7.1.C](#)
 - 2 Demonstrate understanding of conventions of standard English. [EE.L.7.2](#)
 - a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). [EE.L.7.2.A](#)
 - b Spell correctly, consulting references as needed [EE.L.7.2.B](#)
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Knowledge of Language

- 3 Use language to achieve desired outcomes when communicating. [EE.L.7.3](#)
 - a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy [EE.L.7.3.A](#)
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Vocabulary Acquisition and Use

- 4 Demonstrate knowledge of word meanings. [EE.L.7.4](#)
 - a Use context to determine which word is missing from a text. [EE.L.7.4.A](#)
 - b Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). [EE.L.7.4.B](#)
 - c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. [EE.L.7.4.C](#)
- 5 Demonstrate understanding of word relationships and use. [EE.L.7.5](#)
 - a Identify the literal and nonliteral meanings of words in context. [EE.L.7.5.A](#)
 - b Demonstrate understanding of synonyms and antonyms. [EE.L.7.5.B](#)
- 6 Use general academic and domain- specific words and phrases across contexts. [EE.L.7.6](#)