

Grade 7

Reading Standards for Literature **RL**

Key Ideas and Details

- 1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.7.1**
- 2 Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. **RL.7.2**
- 3 Analyze how particular elements of a story or drama influence one another. **RL.7.3**

Craft and Structure

- 4 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 on a passage. **RL.7.4**
- 5 Analyze how the form or structure of a drama, poem or prose text contributes to its meaning. **RL.7.5**
- 6 Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. **RL.7.6**

Integration of Knowledge and Ideas

- 7 Compare and contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium. **RL.7.7**
- 8 Not applicable to literature **RL.7.8**
- 9 Compare and contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history. **RL.7.9**

Range of Reading and Level of Text Complexity

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. **RL.7.10**

Reading Standards for Informational Text **RI**

Key Ideas and Details

- 1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.7.1**
- 2 Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. **RI.7.2**
- 3 Analyze the interactions between individuals, events and ideas over the course of a text. **RI.7.3**

Craft and Structure

- 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices on meaning and tone. **RI.7.4**
- 5 Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas. **RI.7.5**
- 6 Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others. **RI.7.6**

Integration of Knowledge and Ideas

- 7 Compare and contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience. **RI.7.7**
- 8 Identify 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. **RI.7.8**
- 9 Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts. **RI.7.9**

Range of Reading and Level of Text Complexity

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. **RI.7.10**

Composition **c**

Text Types and Purpose

- 1 Compose arguments to support claims with clear reasons and relevant evidence. **C.7.1**
 - a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.7.1.A**
 - b Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. **C.7.1.B**
 - c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C.7.1.C**
 - d Use transitions to create cohesion and clarify the relationships among claims. **C.7.1.D**
 - e Establish and maintain a task-appropriate writing style. **C.7.1.E**
 - f Provide a concluding statement or section that supports the argument presented. **C.7.1.F**
 - g With some guidance, 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. **C.7.1.G**

- 2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. **C.7.2**
- a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.7.2.A**
 - b Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. **C.7.2.B**
 - c Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. **C.7.2.C**
 - d Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **C.7.2.D**
 - e Use precise language and domain-specific vocabulary to inform about or explain the topic. **C.7.2.E**
 - f Establish and maintain a formal style. **C.7.2.F**
 - g Provide a concluding statement or section that follows from and supports the information or explanation presented. **C.7.2.G**
 - h With some guidance, 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. **C.7.2.H**
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Text Types and Purpose

- 3 Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. **C.7.3**
- a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.7.3.A**
 - b Engage 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. **C.7.3.B**
 - c Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. **C.7.3.C**
 - d Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. **C.7.3.D**
 - e Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events. **C.7.3.E**
 - f Provide a conclusion that follows from and reflects on the narrated experiences or events. **C.7.3.F**
 - g With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. **C.7.3.G**

Production and Distribution

- 4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. **C.7.4**
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Research to Build and Present Knowledge

- 5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **C.7.5**
- 6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. **C.7.6**
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Range of Writing

- 7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. **C.7.7**
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Language L

Conventions of General American English

- 1 In both written and oral expression: **L.7.1**
- a Create sentences using correctly placed clauses and phrases. **L.7.1.A**
 - b Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. **L.7.1.B**
- 2 When writing: **L.7.2**
- a Demonstrate appropriate use of a comma to separate coordinate adjectives. **L.7.2.A**
 - b Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. **L.7.2.B**
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Knowledge of Language

- 3 Use knowledge of language and its conventions when writing, speaking, reading or listening. **L.7.3**
- a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **L.7.3.A**
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Vocabulary Acquisition and Use

- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. L.7.4
 - 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 L.7.4.A
 - a word or phrase. L.7.4.A
 - b Use Greek and Latin affixes and roots as clues to the meaning of a word. L.7.4.B
 - c Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.7.4.C
 - d Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.7.4.D
- 5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.7.5
 - a Interpret figurative language, including but not limited to allusions, in context. L.7.5.A
 - b Use the relationship between particular words to improve understanding. L.7.5.B
 - c Distinguish among the connotations of words with similar denotations. L.7.5.C