Louisiana English Language Arts

Grade 7

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 Cite several pieces of relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote and paraphrase from texts accurately. RL.1

2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.2

3 Analyze how particular elements of a story or drama interact. RL.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 sound devices within poetry and prose; analyze the impact of specific word choice on meaning and tone. RL.4

5 Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning. RL.5

6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.6

Integration of Knowledge and Ideas

7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts. RL.8

9 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 portray the past. RL.9

Range of Reading and Level of Text Complexity

10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.10

1 Cite several pieces of relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote and paraphrase from texts accurately. RI.1

2 Determine a central idea in a text and analyze its development over the course of the text; provide an objective summary of the text. RI.2

3 Analyze the interactions between individuals, events, and ideas in a text. RI.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 specific word choice on meaning and tone. RI.4

5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.5

6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.6

Integration of Knowledge and Ideas

7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI.7

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. RI.8

9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or promoting different interpretations of facts. RI.9

Range of Reading and Level of Text Complexity

10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.10

Writing Standards: The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing so| as| fro|

Text Types and Purposes

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syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. W

1 Write multi-paragraph arguments to support claims with clear reasons and relevant evidence. W.1

   a Provide a thesis statement that introduces a claim, acknowledges alternate or opposing claims, and establishes a structure that logically organizes the reasons and evidence. W.1.A

   b Support claims with logical reasoning and relevant evidence from accurate and credible sources, demonstrating an understanding of the topic or text. W.1.B

   c Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence. W.1.C

   d Establish and maintain a formal style. W.1.D

   e Provide a concluding section that follows from and supports the argument presented. W.1.E

2 Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.2

   a Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically. W.2.A

   b Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension. W.2.B

   c Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.2.C

   d Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.2.D

   e Use precise language and domain-specific vocabulary to inform about or explain the topic. W.2.E

   f Establish and maintain a formal style. W.2.F

   g Provide a concluding section that follows from and supports the information or explanation presented. W.2.G

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3 Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.3

- a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events logically. W.3.A
- b Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.3.B
- c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.3.C
- d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.3.D
- e Provide an appropriate conclusion that follows from and reflects on the narrated experiences or events. W.3.E

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4

5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) W.5

6 Use technology to produce and publish writing linking to and citing sources, either independently or in collaboration with others. W.6

Research to Build and Present Knowledge

7 Conduct research to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7

8 Gather relevant information from multiple print and digital sources. W.8

- a Use search terms effectively. W.8.A
- b Assess the credibility and accuracy of each source. W.8.B
- c Quote or paraphrase the data and conclusions of others while avoiding plagiarism. W.8.C
- d Follow a standard format for citation. W.8.D

9 Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards. W.9

Range of Writing

) Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. W.10

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Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. SL

Comprehension and Collaboration

1 Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.1

- a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.1.A
- b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.1.B
- c 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. SL.1.C
- d Acknowledge new information expressed by others and, when warranted, modify their own views. SL.1.D

2 Analyze the main ideas and supporting details presented in various media and formats and explain how the ideas clarify a topic, text, or issue under study. SL.2

3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.3

Presentation of Knowledge and Ideas

4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate directionality, adequate volume, and clear pronunciation. SL.4

5 Include multimedia components in presentations to clarify information, claims, and findings, and emphasize salient points. SL.5

6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. SL.6

Language Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills an ma grades. L

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Conventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1

- a Explain the function of phrases and clauses and their function in specific sentences. L.1.A
- b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.1.B
- c Use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.1.C

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2

- a Use a comma to separate coordinate adjectives. L.2.A
- b Spell correctly, consulting references as needed. L.2.B

Knowledge of Language

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3

- a Choose language that expresses ideas precisely and concisely, without wordiness and redundancy. L.3.A
- b Maintain consistency in style and tone. L.3.B

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. L.4

- a Use context to determine the meaning of a word or phrase. L.4.A
- b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. L.4.B
- c Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word. L.4.C

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5

- a Interpret figures of speech, including allusions, in context and analyze their role in the text. L.5.A
- b Use the relationship between particular words to better understand each of the words. L.5.B
- c Distinguish among the connotations of words with similar denotations. L.5.C

6 Acquire and accurately use 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.6