

Grade 7

READING: LITERATURE

1 CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1 Analyze text to identify where information is explicitly stated and where inferences must be drawn. **RL.7.1**
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2 CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 2 Identify events in a text that are related to the theme. **RL.7.2**
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3 CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 3 Determine how two or more story elements are related. **RL.7.3**
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4 RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

- 4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning. **RL.7.4**
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5 CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 5 Differentiate between a poem and other types of text. **RL.7.5**
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6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.

- 6 Compare the points of view of two or more characters or narrators in a text. **RL.7.6**
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CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 7 Compare a text version of a story or poem with a video or live version of the same text. **RL.7.7**
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8 CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

K-12 Not applicable to literature

9 CCRAnchorStandardRL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9 Compare a fictional character in a text with the same character portrayed in a historical account. **RL.7.9**

10 CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time." **RL.7.10**

**READING:
INFORMATIONAL TEXT**

1 CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1 Analyze text to identify where information is explicitly stated and where inferences must be drawn. **RI.7.1**

2 CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2 Determine two or more central ideas in a text. **RI.7.2**

3 CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3 Determine how two individuals, events, or ideas in a text are related. **RI.7.3**

4 CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

4 Determine how words or phrases are used to persuade or inform a text. **RI.7.4**

5 CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5 Determine how a fact, step, or event fits into the overall structure of the text. **RI.7.5**

6 CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.

6 Identify words or phrases in the text that describe or show the author's point of view. **RI.7.6**

7 CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7 Compare a text to an audio, video, or multimedia version of the same text. **RI.7.7**

8 CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8 Analyze text to identify evidence that supports claims made in the text. **RI.7.8**

9 CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9 Compare the information presented in texts by different authors on the same topic **RI.7.9**

10 CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text. **RI.7.10**

WRITING

1 CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1 Write claims about topics or texts. **W.7.1**

a Introduce a topic or text and write one claim about it. **W.7.1.A**

b Write one or more reasons to support a claim about a topic or text. **W.7.1.B**

c Use temporal words (first, next, also) to create connections. **W.7.1.C**

2 CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2 Write to share information supported by details. **W.7.2**

a Introduce a topic and write to convey ideas and information about it including visual, factual, or multimedia information as appropriate. **W.7.2.A**

b Provide facts, details, or other information related to the topic. **W.7.2.B**

c Select domain-specific vocabulary to use in writing about the topic. **W.7.2.C**

3 CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 3 Write about events or personal experiences. **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. **W.7.3.A**
 - b Use temporal words (e.g., first, then, next) to signal order. **W.7.3.B**
 - c Use words that describe feelings of people or characters in the narrative. **W.7.3.C**
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4 CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

- 4 Use digital tools to produce writing to interacting and collaborating with others. **W.7.4**
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5 CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 5 Conduct research to answer a question based on multiple sources of information. **W.7.5**
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6 CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 6 Identify quotes providing relevant information about a topic from multiple print or digital sources. **W.7.6**
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9 CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards

Omitted because it is an expectation of RL and RI Standards

10 CCR Anchor Standard W.10 (in 2010 Standards) – 2010: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- 10 Integrated into Standards W.1, W.2, and W.3
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SPEAKING AND LISTENING

1 CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 1 Engage in collaborative discussions. [SL.7.1](#)
 - a Come to discussions prepared to share information. [SL.7.1.A](#)
 - b With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. [SL.7.1.B](#)
 - c Remain on the topic of the discussion when answering questions or making other contributions to a discussion. [SL.7.1.C](#)
 - d Acknowledge new information expressed by others in a discussion. [SL.7.1.D](#)
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2 CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 2 Identify details related to the main idea of a text presented orally or through other media. [SL.7.2](#)
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3 CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

- 3 Determine whether the claims made by a speaker are fact or opinion. [SL.7.3](#)
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4 CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 4 Communicate findings including descriptions, facts, or details related to main idea or theme. [SL.7.4](#)
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5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- 5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation. [SL.7.5](#)
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6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

- 6 Integrated into SL.4 [SL.7.6](#)
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LANGUAGE

1 CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.

- 1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating. [L.7.1](#)

2 CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

- 2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing. [L.7.2](#)

3 CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.

- 3 Use precise language to achieve desired outcomes or meaning when communicating. [L.7.3](#)

4 CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 4 Demonstrate knowledge of word meanings drawn from grade 7 content using context clues. [L.7.4](#)

5 CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.

- 5 Demonstrate understanding of word relationships and use. [L.7.5](#)
- a Identify the literal and nonliteral meanings of words in context. [L.7.5.A](#)
 - b Demonstrate understanding of synonyms and antonyms. [L.7.5.B](#)

6 CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- 6 Use general academic and domain-specific words and phrases across contexts. [L.7.6](#)