Ohio English Language Arts - Extended Learning Standards

Grade 7

Reading Standards for Literature

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

Complexity a

a Cite two pieces of evidence in text to support answers to literal and inferential questions (e.g., give two reasons why the character might have chosen to ____ about ____). RL.7.1.A

Complexity b

b Identify evidence in the text to support answers to literal and inferential questions. RL.7.1.B

Complexity c

c Answer questions about specific details in text. RL.7.1.C

Learning Progression

a Identify signal words from questions or prompts as tools to search for supporting and related details in a text. RL.7.1.LP.A

b Distinguish between literal and inferential details in a text. RL.7.1.LP.B

c Recognize key details in a story. RL.7.1.LP.C

d Identify story elements (e.g., characters, events, narrators, setting). RL.7.1.LP.D

e Identify what the text is about. RL.7.1.LP.E

f Identify elements in a story (e.g., phrases, sentences) that answer basic questions about the text. RL.7.1.LP.F

g Actively engage in the reading of a literary text. RL.7.1.LP.G

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2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text. RL.7.2

Complexity a

a Summarize text, including theme(s) or central idea(s), and show how these are supported through the sequence of events or through characterization. RL.7.2.A

Complexity b

b Identify the theme or central idea of a text and locate supporting evidence in the text. A text may have more than one theme. RL.7.2.B

Complexity c

c Sequence main events in relation to a stated theme or central idea. RL.7.2.C

Learning Progression

a Match characters, events and lessons from the story RL.7.2.LP.A

b Identify the theme of the story. RL.7.2.LP.B

c When given more than one event, choose which came first in the story. RL.7.2.LP.C

d Identify events in a story. RL.7.2.LP.D

e Identify where and when the story takes place. RL.7.2.LP.E

f Identify characters in a story. RL.7.2.LP.F

g Actively engage in discussing one or more of the events in a story. RL.7.2.LP.G

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3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.3

Complexity a

a Explain how details in text structures (chapters, acts, stanzas, verses) within stories, poems, plays, or songs contribute to the overall meaning of the text. RL.7.3.A

Complexity b

b Identify connections among characters, ideas, or events. RL.7.3.B

Complexity c

c Identify story elements (characters, events, settings, problem, or solution) in a story. RL.7.3.C

Learning Progression

a Identify instances where character dialogue adds to the plot. RL.7.3.LP.A

b Identify instances where characters show different feelings in the different settings of the story (e.g., at school vs. at home). RL.7.3.LP.B

c Trace the events and problems of the story in order. RL.7.3.LP.C

d Associate a problem or event with a character or setting in the story. RL.7.3.LP.D

e Identify problems or events associated with the characters from the story. RL.7.3.LP.E

f Identify setting in a story. RL.7.3.LP.F

g Identify characters in a story. RL.7.3.LP.G

h Actively engage in the retelling of a story RL.7.3.LP.H

Craft and Structure

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4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.4

Complexity a

a Explain the meaning of words/phrases as they are used in a text, including alliteration, figurative language, and sensory language. RL.7.4.A

Complexity b

b Identify the meaning of words or phrases based on how they are used in a text. RL.7.4.B

Complexity c

c Identify words or phrases that rhyme or are examples of alliteration. RL.7.4.C

Learning Progression

a Identify words or phrases that mean something different than what they normally mean. RL.7.4.LP.A

b Identify words with multiple meanings. RL.7.4.LP.B

c Examine text for words or phrases that make the reader recognize what the author wants the text to sound like (e.g., eerie or suspenseful tone). RL.7.4.LP.C

d Define alliteration. RL.7.4.LP.D

e Recognize when words end with the same letters. RL.7.4.LP.E

f Recognize when words start with the same letter. RL.7.4.LP.F

g Recognize when lines of a poem end with the same or similar sounds. RL.7.4.LP.G

h Actively engage in the reading of poetry. RL.7.4.LP.H

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5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.5

Complexity a

a Identify structures within stories, poems, plays, or songs and explain how each contributes to the overall meaning of the text. RL.7.5.A

Complexity b

b Describe the characteristics (both form and structure) that are unique to a poem, play, or story (e.g., words and phrases organized into stanzas; rhythm, rhyme, characterspecific dialogue; sequence of events). RL.7.5.B

Complexity c

c Identify a poem, play, or story based on its structure. RL.7.5.C

Learning Progression

a Identify various ways poems are structured. RL.7.5.LP.A

b Recognize the difference between plays, stories and poetry. RL.7.5.LP.B

c Identify the structure of poetry (e.g., stanzas, rhyming words, shorter text lines on the page). RL.7.5.LP.C

d Identify the structure of plays/dramas (e.g., script, character lines,stage directions, etc.). RL.7.5.LP.D

e Actively engage with various dramas or poems. RL.7.5.LP.E

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6 Analyze how an author uses point of view to develop and contrast the perspectives of different characters or narrators in a text. RL.7.6

Complexity a

a Compare the difference in perspective of two different characters in a story. RL.7.6.A

Complexity b

b Identify the storyteller, and describe his/her role in the story. RL.7.6.B

Complexity c

c Identify who is telling the story (e.g., narrator or character). RL.7.6.C

Learning Progression

a Identify the point of view of the text (particularly 1st and 3rd person). RL.7.6.LP.A

b Define perspective. RL.7.6.LP.B

c Recognize that contrast = differences. RL.7.6.LP.C

d Identify the perspective of each main character. RL.7.6.LP.D

e Define narrator. RL.7.6.LP.E

f Identify the characters in a story. RL.7.6.LP.F

g Identify who is telling the story in a literary text. RL.7.6.LP.G

h Actively engage with the characters and narrators in a story. RL.7.6.LP.H

Integration of Knowledge and Ideas

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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.7.7

Complexity a

a Explain the effect of the similarities or differences between print and multimedia/live productions of the same story, drama, or poem. RL.7.7.A

Complexity b

b Describe the key similarities or differences between print and multimedia/live productions of the same story, drama, or poem. RL.7.7.B

Complexity c

c Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem. RL.7.7.C

Learning Progression

a Identify which events were the same in both mediums. RL.7.7.LP.A

b Identify which characters were present in both mediums. RL.7.7.LP.B

c Distinguish the differences between the characters in both mediums. RL.7.7.LP.C

d Distinguish the differences between the settings (e.g., time, place, etc.,) in both mediums. RL.7.7.LP.D

e Use the character and main event list as a checklist while viewing or hearing an alternate version. RL.7.7.LP.E

f Actively engage in various multimedia versions of stories RL.7.7.LP.F

g After the reading of a story or drama, experience its audio, film, or stage version. RL.7.7.LP.G

h Identify the four other mediums of text: audio, film, stage, and multimedia. RL.7.7.LP.H

i Identify main events in the text version. RL.7.7.LP.I

j Identify characters in the text version. RL.7.7.LP.J

k Engage in the text version of stories. RL.7.7.LP.K

8 (Not applicable to literature) RL.7.8

Learning Progression

a (Not applicable to literature) RL.7.8.LP.A

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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 use or alter history. RL.7.9

Complexity a

a Compare and contrast similarities and differences between the characters and events from a fictional and historical text when both are about the same time period. RL.7.9.A

Complexity b

b Describe the similar characters and events from a fictional and historical text of the same event/time period. RL.7.9.B

Complexity c

c Identify similar characters and events from a fictional and historical text of the same event/time period. RL.7.9.C

Learning Progression

a Recognize when the author takes creative liberties within the characters, events, and settings of a work of historical fiction. RL.7.9.LP.A

b Explain the difference between real events and altered events for fictional writing or storytelling. RL.7.9.LP.B

c Given a piece of information about the same character from a work of historical fiction and its accurate historical account, determine which is fiction and which nonfiction. RL.7.9.LP.C

d Identify the events in a work of historical fiction. RL.7.9.LP.D

e Identify the settings in a work of historical fiction. RL.7.9.LP.E

f Identify the characters in a work of historical fiction. RL.7.9.LP.F

g Actively engage in the reading of historical fiction. RL.7.9.LP.G

Range of Reading and Level of Text Complexity

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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. Build background knowledge and activate prior knowledge in order to make text-to-self or text-to-text and text-to-world connections that deepen understanding of the text. RL.7.10

Complexity a

a Read supported grade-level/ age-appropriate adapted literature materials. RL.7.10.A

Complexity b

b Participate in or read supported grade-level/age-appropriate, adapted literature materials. RL.7.10.B

Complexity c

c Actively engage in supported grade-level/ age-appropriate, adapted literature materials. RL.7.10.C

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Learning Progression

a Text-to-Self, Text-to-Text, and Text-to-World Connections / Comparisons RL.7.10.LP.A

b Demonstrate a purpose for reading by making text connections (text-to-self, text-totext, text-to-world) before, during or after reading. RL.7.10.LP.B

c Identify text-to-world connection related to a specific text. RL.7.10.LP.C

d Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media…") RL.7.10.LP.D

e Acknowledge that people, places and events are broader than one's own experiences. RL.7.10.LP.E

f Background Knowledge RL.7.10.LP.F

g Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text. RL.7.10.LP.G

h Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text. RL.7.10.LP.H

i Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text. RL.7.10.LP.I

j Prior Knowledge RL.7.10.LP.J

k Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text. RL.7.10.LP.K

l Compare in formation, concept, experience or text structure presented in a given text to one's own prior knowledge. RL.7.10.LP.L

m Share prior knowledge related to a given information, concept, experience or text structure. RL.7.10.LP.M

n Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate) RL.7.10.LP.N

o Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading) RL.7.10.LP.O

p Read & Comprehend RL.7.10.LP.P

q Communicate with others about literature, including stories, dramas, and poems. RL.7.10.LP.Q

r Read literature, including stories, dramas, and poems for pleasure. RL.7.10.LP.R

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s Answer wh- questions related to grade-level/age appropriate literature, including stories, dramas, and poems. RL.7.10.LP.S

t Take notes about text details while reading. RL.7.10.LP.T

u Read with the purpose of understanding. RL.7.10.LP.U

v Decoding / Phonological Awareness RL.7.10.LP.V

w Decode and read simple gradelevel literature, including stories, dramas, and poems. RL.7.10.LP.W

x Actively engage in the reading of grade-level, literature, including stories, dramas, and poems. RL.7.10.LP.X

y Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills RL.7.10.LP.Y

z Actively participate in gradelevel/age-appropriate literature, including stories, dramas, and poetry activities using adapted materials as needed. RL.7.10.LP.Z

aa Actively engage in group lesson using literature, including stories, dramas, or poems. RL.7.10.LP.AA

ab Actively engage in sharing grade-level literature, including stories, dramas, and poems using assistive technology tools as needed. RL.7.10.LP.AB

ac Engage with grade-level literature, including stories, dramas, and poems. RL.7.10.LP.AC

Reading Standards for Informational Text

Key Ideas and Details

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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

Complexity a

a Create a citation of text evidence using a template or graphic organizer. RI.7.1.A

Complexity b

b Locate details from a text to support the answers to literal questions. RI.7.1.B

Complexity c

c Answer literal questions about a text. RI.7.1.C

Learning Progression

a Cite the author of quoted text evidence. - Understand that when taking pieces of information from a text to use as evidence, credit has to be given to the author for that piece of evidence. RI.7.1.LP.A

b Distinguish the difference between main idea and details. RI.7.1.LP.B

c Identify the topic of the text. RI.7.1.LP.C

d Distinguish between literal and inferential details in a text. RI.7.1.LP.D

e Recognize key details in the text. RI.7.1.LP.E

f Actively engage in the reading of informational text. RI.7.1.LP.F

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2 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. RI.7.2

Complexity a

a Track a central idea from beginning to end and describe how the ideas evolve from the beginning to the end of the text. RI.7.2.A

Complexity b

b Identify central ideas and supporting details in a text using a graphic organizer. RI.7.2.B

Complexity c

c Identify one or more central ideas in a text. RI.7.2.C

Learning Progression

a Identify pieces of the text that explain, describe, give facts or figures for, or further point to the main topic of that part of the text. RI.7.2.LP.A

b Identify topic or central idea in a passage of text. RI.7.2.LP.B

c Identify what the informational text is about. RI.7.2.LP.C

d Recognize that informational text is usually organized in paragraphs under headings. RI.7.2.LP.D

e Actively engage in discussing one or more central ideas from an informational text. RI.7.2.LP.E

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3 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). RI.7.3

Complexity a

a Describe similarities, differences and influences among ideas and events in a text. RI.7.3.A

Complexity b

b Identify connections among ideas or events in a text. RI.7.3.B

Complexity c

c Identify individuals, ideas, or events described in an informational text. RI.7.3.C

Learning Progression

a Match events to the central idea in a text (e.g., Does the event provide an anecdote to help explain the central idea? RI.7.3.LP.A

b Identify central ideas in the text. RI.7.3.LP.B

c Match an event with an individual or idea. RI.7.3.LP.C

d Identify events in the text. RI.7.3.LP.D

e Identify individuals discussed in the text. RI.7.3.LP.E

f Actively engage in discussions about information texts RI.7.3.LP.F

Craft and Structure

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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 a specific word choice on meaning and tone. RI.7.4

Complexity a

a Interpret the figurative, connotative, or technical meanings of words or phrases; explain how the tone of the text is advanced by word choice. RI.7.4.A

Complexity b

b Explain the meaning of words or phrases as they are used in a text, including technical meanings. RI.7.4.B

Complexity c

c Match pictures or objects to words or phrases based on how they are used in a text. RI.7.4.C

Learning Progression

a Identify words or phrases that mean something different than what they normally mean. RI.7.4.LP.A

b Understand that sometimes words have more than one meaning. RI.7.4.LP.B

c Examine the text for words the author uses that help the reader understand the text topic or make the text sound like the author may want it to sound. RI.7.4.LP.C

d Actively engage in the reading of text with multiple meaning words. RI.7.4.LP.D

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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.7.5

Complexity a

a Explain how specific sentences, paragraphs, or chapters contribute to the overall meaning of the text. RI.7.5.A

Complexity b

b Examine chapter titles and subtopics and explain their connection. RI.7.5.B

Complexity c

c Use the title to identify the main idea of a text. RI.7.5.C

Learning Progression

a Identify and navigate to given sections of the text. RI.7.5.LP.A

b Identify the main idea of the text as a whole RI.7.5.LP.B

c Identify the topics under each heading. RI.7.5.LP.C

d Identify the topic of a segment of text. RI.7.5.LP.D

e Understand that informational texts are often separated by topic under headings. RI.7.5.LP.E

f Identify headings in text. RI.7.5.LP.F

g Identify the title of a text. RI.7.5.LP.G

h Actively engage with texts that has varying structures. RI.7.5.LP.H

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6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his/her position from that of others. RI.7.6

Complexity a

a Identify the author's attitudes or feelings about the subject matter as conveyed through the choice of words and phrases in the text. RI.7.6.A

Complexity b

b Identify two or more details that provide information about the purpose of the text or the author's perspective. RI.7.6.B

Complexity c

c Recognize a detail that identifies the purpose of a text. RI.7.6.C

Learning Progression

a Identify sections of text where the author makes his or her perspective apparent. RI.7.6.LP.A

b Understand that authors show their opinions about topics (their perspectives) in their writing. RI.7.6.LP.B

c Understand that authors write texts for many different reasons. RI.7.6.LP.C

d Identify the author of the text. RI.7.6.LP.D

e Define perspective. RI.7.6.LP.E

f Identify details in text that indicate the purpose for writing text.(i.e. humor/entertain, facts/inform, argue/persuade, etc.) RI.7.6.LP.F

g Actively engage with informational texts with specific purposes. RI.7.6.LP.G

h Engage with an image of the author of a text. RI.7.6.LP.H

Integration of Knowledge and Ideas

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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.7.7

Complexity a

a Identify similarities or differences in the treatment of a topic in different media forms (e.g., text and video) and evaluate the effectiveness of each. RI.7.7.A

Complexity b

b Match details in a text to details presented in another format (audio, visual, multimedia). RI.7.7.B

Complexity c

c Recognize the same idea depicted in two different forms of media (e.g., paragraph describing the amount of rain that fell over two days and a simple bar graph that depicts the same information). RI.7.7.C

Learning Progression

a Identify which events and people were different between mediums. RI.7.7.LP.A

b Identify events portrayed the same in each medium. RI.7.7.LP.B

c Identify which events and people were the same in each medium. RI.7.7.LP.C

d Identify events and people represented in the audio or video version. RI.7.7.LP.D

e Identify events and people represented in the text. RI.7.7.LP.E

f After reading the text, engage with another versions of the text, either audio or video. RI.7.7.LP.F

g Recognize other mediums of text: audio, video, and multimedia. RI.7.7.LP.G

h Actively engage in various multimedia versions on the same topic. RI.7.7.LP.H

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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. RI.7.8

Complexity a

a Given an argument or claim, determine whether the support provided is relevant and sufficient. RI.7.8.A

Complexity b

b Identify details in a text that support a claim. RI.7.8.B

Complexity c

c Identify an opinion statement (i.e., distinguish fact from opinion). RI.7.8.C

Learning Progression

a Define argument. RI.7.8.LP.A

b Define claim. RI.7.8.LP.B

c Define evidence. RI.7.8.LP.C

d Recognize that evidence will support one of the claims in a text. RI.7.8.LP.D

e Recognize that each claim will have supporting evidence. RI.7.8.LP.E

f Decide what makes evidence relevant. RI.7.8.LP.F

g Decide what makes evidence sufficient. RI.7.8.LP.G

h Sort statements from a text by fact and opinion. RI.7.8.LP.H

i Decide when the detail is a fact or an opinion. RI.7.8.LP.I

j Define fact. (supported by evidence, cites research, etc.) RI.7.8.LP.J

k Define opinion. (I think, I feel, I believe, etc.) RI.7.8.LP.K

l Actively engage in argumentative text. RI.7.8.LP.L

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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. RI.7.9

Complexity a

a Identify differences in facts or evidence about the same topic in two or more sources. RI.7.9.A

Complexity b

b Compare and contrast information about the same topic written by two different authors. RI.7.9.B

Complexity c

c Recognize the same topic when presented in two different forms (e.g., textbook and website). RI.7.9.C

Learning Progression

a Identify areas where text features link to evidence that supports the central ideas in the texts. RI.7.9.LP.A

b Recognize that authors use text features, such as headings, to emphasize their perspectives. RI.7.9.LP.B

c Recognize that the author's attitude toward a topic may show in the text by what evidence they add in which order. RI.7.9.LP.C

d Define author's perspective. RI.7.9.LP.D

e Match central ideas in two different texts. RI.7.9.LP.E

f Identify texts with the same or similar topics. RI.7.9.LP.F

g Identify the topic of a text. RI.7.9.LP.G

h Actively engage with the sharing of the same or similar topics from two or more texts. RI.7.9.LP.H

Range of Reading and Level of Text Complexity

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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.7.10

Complexity a

a Read supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts. RI.7.10.A

Complexity b

b Read or participate in supported gradelevel/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts. RI.7.10.B

Complexity c

c Actively engage in supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts. RI.7.10.C

Learning Progression

a Read & Comprehend RI.7.10.LP.A

b Use literary nonfiction in research and writing. RI.7.10.LP.B

c Answer wh- questions related to grade-level/age appropriate literary nonfiction. RI.7.10.LP.C

d Take notes about text details while reading. RI.7.10.LP.D

e Read with the purpose of understanding. RI.7.10.LP.E

f Decoding / Phological Awareness RI.7.10.LP.F

g Decode and read simple grade-level, literary text RI.7.10.LP.G

h Actively engage in the reading of grade-level, literary text. RI.7.10.LP.H

i Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills RI.7.10.LP.I

j Actively participate in grade-level/age-appropriate history/ social studies, science, and technical text activities using adapted materials as needed. RI.7.10.LP.J

k Actively engage in group lesson using informational text. RI.7.10.LP.K

l Actively engage in sharing grade-level nonfiction using assistive technology tools as needed. RI.7.10.LP.L

m Actively engage in sharing grade-level history/social studies, science, and technical texts. RI.7.10.LP.M

n Engage with grade-level nonfiction. RI.7.10.LP.N

1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternative or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented. W.7.1

Complexity a

a Generate a text of one paragraph on a topic. Provide an introduction, express a claim or argument, and organize relevant details to support the position. W.7.1.A

Complexity b

b Introduce a topic, express an opinion on it, and select a logical reason to support it. W.7.1.B

Complexity c

c Express an opinion and provide a reason for it. W.7.1.C

Learning Progression

a Identify various positions on a topic. W.7.1.LP.A

b Identify claim and counterclaim on a topic. W.7.1.LP.B

c Define claim and counterclaim W.7.1.LP.C

d Distinguish relevant facts from opinions on a specific topic. W.7.1.LP.D

e Identify evidence to support a position W.7.1.LP.E

f Determine relevant facts in a text W.7.1.LP.F

g Identify the elements of persuasive writing (intro, body, and conclusion) W.7.1.LP.G

h Identify the purpose of a persuasive writing W.7.1.LP.H

i Actively engage in the sharing of opinions on a topic. W.7.1.LP.I

j Communicate an opinion. W.7.1.LP.J

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2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Establish a thesis statement to present information. b. Introduce a topic clearly, previewing what is to follow; 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 to aid comprehension, if needed. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.7.2

Complexity a

a Organize sentences containing an introduction, a thesis statement, relevant supporting facts, and a conclusion into a coherent paragraph (e.g., Topic: _____ Intro. Sent. _____ Fact 1 _____ Fact 2 _____ Fact 3 _____ Fact 4 _____ Conclusion). W.7.2.A

Complexity b

b Introduce a topic and generate two factual sentences about it. W.7.2.B

Complexity c

c Select a topic and provide a detail to support information about it. W.7.2.C

Learning Progression

a Identify the purpose of a thesis statement W.7.2.LP.A

b Identify the elements of a paragraph (topic sentence, details, and concluding statement) W.7.2.LP.B

c Identify the key elements of an informative essay (intro, body, and conclusion) W.7.2.LP.C

d Generate a sentence about a fact related to a specific topic. W.7.2.LP.D

e Identity facts about a topic. W.7.2.LP.E

f Identify the purpose of an informative text. W.7.2.LP.F

g Actively engage in the sharing of facts on a topic or personal story. W.7.2.LP.G

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3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient 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. b. Use narrative techniques— such as dialogue, pacing, and description—to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. W.7.3

Complexity a

a Relate a personal experience or tell a story that includes a setting, characters, and a logical sequence of events. Include narrative techniques such as description and dialogue. W.7.3.A

Complexity b

b Relate a personal experience or tell a story that includes details to describe the setting and characters, and a logical sequence of two or more events. W.7.3.B

Complexity c

c Relate a personal experience using pictures, words, and/or sentences. Include a beginning that introduces a character, a middle section that presents a problem, and an ending that provides a solution to the problem. W.7.3.C

Learning Progression

a Identify narrative techniques (e.g., dialogue, description, or reflection) W.7.3.LP.A

b Create dialogue to align with the sequential details. W.7.3.LP.B

c Identify the elements of a story W.7.3.LP.C

d Identify plot development W.7.3.LP.D

e Identify setting in relation to the story W.7.3.LP.E

f Identify characters and roles in the story W.7.3.LP.F

g Map sequential details and ideas for the story (beginning, middle, and resolution) W.7.3.LP.G

h Organize pictures from a personal experience into sequential order. W.7.3.LP.H

i Select, take or create pictures that represent a personal experience. W.7.3.LP.I

j Actively engage in personal storytelling. W.7.3.LP.J

k Engage with communication and writing tools. W.7.3.LP.K

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l Engage in daily personal experiences as a tool for writing. W.7.3.LP.L

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. W.7.4

Complexity a

a Organize sentences on a topic in a logical order and following a particular style that is appropriate for the intended audience. W.7.4.A

Complexity b

b Organize sentences on a topic in a logical order. W.7.4.B

Complexity c

c Recognize terms that can be used to introduce a topic or story. W.7.4.C

Learning Progression

a Develop an outline to demonstrate organization of writing. W.7.4.LP.A

b Identify how to construct an outline (e.g., Intro, thesis, topic sentences, etc.) W.7.4.LP.B

c Distinguish between language used for each writing style (persuasive, informative, and narrative) W.7.4.LP.C

d Identify the types of language used in persuasive, informative, and narrative writing W.7.4.LP.D

e Actively engage with texts with various purposes. W.7.4.LP.E

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5 With some guidance and support from peers and adults, 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. W.7.5

Complexity a

a With guidance and support, plan, draft, and edit writing to convey a clear message for the intended purpose or audience. W.7.5.A

Complexity b

b With guidance and support, edit simple sentences to improve their clarity for the intended purpose or audience. W.7.5.B

Complexity c

c With guidance and support, recognize when the order of sentences should be revised. W.7.5.C

Learning Progression

a Edit writing for intended purpose or audience. W.7.5.LP.A

b Editing sentences with errors in capitalization and end punctuation. W.7.5.LP.B

c Identify the rules for capitalization. W.7.5.LP.C

d Identify the rules for ending punctuation. W.7.5.LP.D

e Revise sentences to clarify the meaning of writing task W.7.5.LP.E

f Distinguish clear from unclear sentences in a writing according to the purpose or task. W.7.5.LP.F

g Identify errors in own writing using text to speech tools when needed to hear writing for error review. W.7.5.LP.G

h Practice ordering sentences, presented on individual strips of paper or digitally, into the time, plot or sequential order. W.7.5.LP.H

i Practice ordering sentences, presented on individual strips of paper or digitally, into paragraph order. W.7.5.LP.I

j Sequence a series of given events presented in picture or object form. W.7.5.LP.J

k Actively engage in the sharing of text with and without errors in convention. W.7.5.LP.K

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6 Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others, including linking to and citing sources. W.7.6

Complexity a

a Independently use digital tools to cite one or more sources of information used to produce writing about a topic. W.7.6.A

Complexity b

b Collect information from relevant sources to compose writing to answer a question about a topic. W.7.6.B

Complexity c

c Match key words from a source to conduct an online search of a topic. W.7.6.C

Learning Progression

a Use technologies to compose writing. W.7.6.LP.A

b Identify technologies that can assist with composing writing W.7.6.LP.B

c Collect information from relevant sources following an online search. W.7.6.LP.C

d identify relevant sources based on topic alignment and credibility. W.7.6.LP.D

e Identify a key word for a topical internet search. W.7.6.LP.E

f Identify a question for research on a specific topic. W.7.6.LP.F

g Actively participate in the use of assistive technology to share ideas that will eventually be published as writing or used to communicate with others. W.7.6.LP.G

h Actively participate in a shared writing or collaboration experience using assistive technology tools. W.7.6.LP.H

Research to Build and Present Knowledge

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7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.7

Complexity a

a Identify related information from different sources to answer a series of 2–3 related questions. W.7.7.A

Complexity b

b Collect information from two or more relevant sources to explore a topic or answer a question. W.7.7.B

Complexity c

c Match information from a source to a relevant topic. W.7.7.C

Learning Progression

a Sort relevant sources from irrelevant sources W.7.7.LP.A

b Decide if the source contains relevant information on a topic or not. W.7.7.LP.B

c Determine what constitutes a relevant source W.7.7.LP.C

d Identify a source for information W.7.7.LP.D

e Identify the types of questions that require research. W.7.7.LP.E

f Actively participate in selecting a topic for research. W.7.7.LP.F

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8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation. W.7.8

Complexity a

a Select information from several online sources and organize it to describe, explain, or expand knowledge on a topic. Identify reliable sources (e.g., websites that end in .gov or .org). W.7.8.A

Complexity b

b Select quotations from a reliable source (e.g., websites that end in .gov or .org) to support or summarize a topic. W.7.8.B

Complexity c

c Select relevant information related to a given topic from an array of cited sources. W.7.8.C

Learning Progression

a Identify how to cite sources. W.7.8.LP.A

b Identify the research process. W.7.8.LP.B

c Identify how to organize research. W.7.8.LP.C

d Distinguish relevant sources from irrelevant sources. W.7.8.LP.D

e Locate a quotation from a text W.7.8.LP.E

f Distinguish key ideas from irrelevant ideas within a source. W.7.8.LP.F

g Distinguish relevant from irrelevant information on a topic W.7.8.LP.G

h Identify the topic for writing. W.7.8.LP.H

i Actively engage in shared review of sources on a chosen topic. W.7.8.LP.I

j Engage with website to gain information on a topic. W.7.8.LP.J

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9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 reading standards to literature (e.g., “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”). b. Apply grade 7 reading standards to literary nonfiction (e.g., “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”). W.7.9

Complexity a

a Using a graphic organizer, compare and contrast fictional portrayals and historic accounts of the same event. W.7.9.A

Complexity b

b Review information on a topic and sort it into categories (e.g., fact, opinion, fiction). W.7.9.B

Complexity c

c Recognize works of literary or historical significance and sort into fiction and nonfiction. W.7.9.C

Learning Progression

a Identify graphic organizers used to compare and contrast. W.7.9.LP.A

b Actively explore fiction and nonfiction sources on a chosen topic for writing. W.7.9.LP.B

c Identify literary or informational texts as fiction or nonfiction W.7.9.LP.C

d Engage with literary or informational texts. W.7.9.LP.D

Range of Writing

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10 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 discipline-specific tasks, purposes, and audiences. W.7.10

Complexity a

a Write routinely on short writing tasks that will be combined into a longer text (e.g., sections of a research project). W.7.10.A

Complexity b

b Write routinely for short amounts of time, creating sentences and short texts on a topic. W.7.10.B

Complexity c

c Participate in routine and varied writing activities. W.7.10.C

Learning Progression

a Actively participate in each step of the research, write, reflect/review, revise cycle. W.7.10.LP.A

b Break large writing task into smaller segments of writing. W.7.10.LP.B

c Capture thoughts and communications as writing W.7.10.LP.C

d Use of assistive technology to share ideas that will eventually be published as writing. W.7.10.LP.D

e Actively participate in a shared writing experience using assistive technology tools as needed. W.7.10.LP.E

f Increase the number of communication expressions over given time period W.7.10.LP.F

g Develop a formal mode of communication that is understood by others W.7.10.LP.G

h Establish a mode of access for communication W.7.10.LP.H

i Engage in expressive communications (gestures, facial expressions, utterances, choice making – gaze, direct select, switch) W.7.10.LP.I

j Actively participate in shared writing. W.7.10.LP.J

k Engage by actively listening to shared writing. W.7.10.LP.J

Speaking and Listening **Comprehension and Collaboration**

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1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.1

Complexity a

a Ask or answer questions relevant to specific parts of the topic to contribute to a discussion. SL.7.1.A

Complexity b

b Follow social rules that should be demonstrated during a group conversation. SL.7.1.B

Complexity c

c Use tools that scaffold independence during discussions (e.g., timers, role descriptions, speaker pass, social stories, dialogue prompts, outlines, etc.). SL.7.1.C

Learning Progression

a List the rules of discussion SL.7.1.LP.A

b Sort key ideas from irrelevant ideas within a text. SL.7.1.LP.B

c Respond to verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.,). SL.7.1.LP.C

d Demonstrate active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.,). SL.7.1.LP.D

e dentify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.) SL.7.1.LP.E

f Actively engage in verbal and/or nonverbal communication with peers. SL.7.1.LP.F

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é 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. SL.7.2

Complexity a

a Summarize the main points of a presentation and show how the points support the speaker's purpose or message. SL.7.2.A

Complexity b

b Identify the main idea and two details from presentations in various media. SL.7.2.B

Complexity c

c Identify the main idea and one detail from presentations in various media. SL.7.2.C

Learning Progression

a Describe how the graphic influences the reader. SL.7.2.LP.A

b Identify how the graphic/manipulative supports the topic. SL.7.2.LP.B

c Identify the visual graphics used. SL.7.2.LP.C

d Identify the purpose of a presentation. SL.7.2.LP.D

e Describe the meaning/purpose of the graphics. SL.7.2.LP.E

f List the various purposes of a presentation. SL.7.2.LP.F

g Sort key ideas from irrelevant ideas within a text. SL.7.2.LP.G

h Actively engage in shared discussions using graphics and manipulatives to make choices. SL.7.2.LP.H

i Engage with objects or images representing key details from media presentation. SL.7.2.LP.I

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3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.3

Complexity a

a Distinguish claims that are supported by evidence from claims that are not. SL.7.3.A

Complexity b

b Identify relevant details that were included in an argument. SL.7.3.B

Complexity c

c Identify a speaker's position or topic. SL.7.3.C

Learning Progression

a Identify details shared by a speaker. SL.7.3.LP.A

b Distinguish main points versus details. SL.7.3.LP.B

c Identify the speaker's perspective. SL.7.3.LP.C

d Identify why the speaker is important. SL.7.3.LP.D

e Identify the speaker. SL.7.3.LP.E

f Actively engage in a guided discussion about the main points in an argument. SL.7.3.LP.F

Presentation of Knowledge and Ideas

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4 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.4

Complexity a

a Distinguish claims that are supported by evidence from claims that are not. SL.7.4.A

Complexity b

b Identify relevant details that were included in an argument. SL.7.4.B

Complexity c

c Identify a speaker's position or topic. SL.7.4.C

Learning Progression

a Distinguish the difference between facts and falsehoods. SL.7.4.LP.A

b Describe the importance of details in an argument. SL.7.4.LP.B

c Distinguish main points versus details. SL.7.4.LP.C

d Identify the purpose of a presentation. SL.7.4.LP.D

e Identify the speaker's perspective. SL.7.4.LP.E

f Identify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.,). SL.7.4.LP.F

g Respond to active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.,). SL.7.4.LP.G

h Identify why the speaker is important. SL.7.4.LP.H

i Identify the speaker. SL.7.4.LP.I

j Engage with active listening skills to a speaker's argument. SL.7.4.LP.J

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5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.5

Complexity a

a Add multimedia components to enhance a presentation independently. SL.7.5.A

Complexity b

b Add multimedia components to illustrate points and clarify information. SL.7.5.B

Complexity c

c With guidance and support, choose materials to illustrate points in a presentation. SL.7.5.C

Learning Progression

a Compare the different impacts various multimedia may have on presentations. (e.g., why a presentation should use audio rather than print). SL.7.5.LP.A

b Identify the importance of multimedia in presentation. SL.7.5.LP.B

c Use assistive technology appropriately to create digital media. SL.7.5.LP.C

d Use assistive technology with digital media. SL.7.5.LP.D

e Identify the main idea(s) of a presentation SL.7.5.LP.E

f Actively engage in various multimedia formats on a chosen topic. SL.7.5.LP.F

g Engage with assistive technology. SL.7.5.LP.G

h Engage with images and objects that represent points in a presentation SL.7.5.LP.H

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6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.7.6

Complexity a

a Communicate multiple points of information specific to the purpose or audience. SL.7.6.A

Complexity b

b Communicate effectively in formal and informal settings (e.g., classroom, doctor's office, library). SL.7.6.B

Complexity c

c Know types of speech that are appropriate for formal and informal situations. SL.7.6.C

Learning Progression

a Match settings and types of communication with either informal or formal communication. SL.7.6.LP.A

b Identify types of formal and informal communication. SL.7.6.LP.B

c Actively engage (using any mode) in discussions with peers. SL.7.6.LP.C

Language **Conventions of Standard English**

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1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a.Explain the function of phrases and clauses in general and their function in specific sentences. b.Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c.Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.1

Complexity a

a Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences. L.7.1.A

Complexity b

b Communicate using the conventions of standard English grammar, including simple and compound sentences. L.7.1.B

Complexity c

c Communicate using simple sentences. L.7.1.C

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Learning Progression

a Identify gerunds that end in -ing and are verbs used as nouns, which are the subjects, direct objects, indirect objects, or objects of the preposition in a sentence (e.g., Jenny bought new tennis shoes for hiking.). L.7.1.LP.A

b Define gerunds. L.7.1.LP.B

c Identify infinitives that are made up of to + a verb and are used as adjectives and nouns in a sentence (e.g. I want to go to the beach.). L.7.1.LP.C

d Choose the correct punctuation to fit in between clauses when forming various sentence types. L.7.1.LP.D

e Identify the difference between independent and dependent clauses. L.7.1.LP.E

f Identify phrases that contain a subject OR a verb and clauses contain a subject AND a verb. L.7.1.LP.F

g Identify clauses that may not be complete sentences if they start with a subordinating conjunction or relative pronoun. L.7.1.LP.G

h Sort words by parts of speech. L.7.1.LP.H

i Identify prepositions. L.7.1.LP.I

j Describe prepositions. L.7.1.LP.J

k Identify nouns and verbs in a sentence. L.7.1.LP.K

l Label verbal as its part of speech in a sentence. L.7.1.LP.L

m Identify the eight parts of speech, particularly nouns and verbs. L.7.1.LP.M

n Identify adjectives. L.7.1.LP.N

o Define adjective. L.7.1.LP.O

p Identify verbs. L.7.1.LP.P

q Define verb. L.7.1.LP.Q

r Identify which parts of speech are used in each part of a sentence (e.g., Nouns can be used as subject, direct object, indirect object, object of the preposition). L.7.1.LP.R

s Use any mode to communicate an idea, opinion, or event. L.7.1.LP.S

t Actively engage in communication using sentences, pictures, or AAC/VOCA. L.7.1.LP.T

u Show cues of readiness for communication. (i.e. lean forward, make eye contact, reach out, etc.) L.7.1.LP.U

v Engage with communication partner(s). L.7.1.LP.V

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2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a.Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old [,] green shirt”). b. Spell words correctly. L.7.2

Complexity a

a Generate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC, VCe). L.7.2.A

Complexity b

b Generate sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources. L.7.2.B

Complexity c

c Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the ends of sentences. L.7.2.C

Learning Progression

a Identify when a comma is should be added to writing. L.7.2.LP.A

b Describe the rules for using a comma in a sentence. L.7.2.LP.B

c Identify the function of commas. L.7.2.LP.C

d Distinguish between various sentence types. L.7.2.LP.D

e Identify the components of a complete sentence. L.7.2.LP.E

f Demonstrate an understanding of basic spelling rules. L.7.2.LP.F

g Recognize complete sentences from capital letter to end mark. L.7.2.LP.G

h Read or listen to the reading of sentences to understand how punctuation choice impacts meaning. L.7.2.LP.H

i Identify punctuation as a signal to indicate a pause or break in the flow of reading. L.7.2.LP.I

j Actively engage in reviewing multiple examples of proper capitalization, punctuation, and spelling. L.7.2.LP.J

k Engage with punctuation and capital letters. L.7.2.LP.K

Knowledge of Language

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3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely. b. Recognize and eliminate wordiness and redundancy. L.7.3

Complexity a

a Apply conventions of standard English speaking or writing by filtering out extraneous information while focusing on the main points of the message. L.7.3.A

Complexity b

b Convey a message that is concise and to the point, without extraneous information. L.7.3.B

Complexity c

c Use language to share thoughts or feelings with others. L.7.3.C

Learning Progression

a Demonstrate understanding of how the language used plays a role in the effectiveness of the message. L.7.3.LP.A

b Define redundancy. L.7.3.LP.B

c Define wordiness. L.7.3.LP.C

d Use verbs in communications when writing or speaking. L.7.3.LP.D

e List common verbs. L.7.3.LP.E

f Identify verbs while reading, or listening. L.7.3.LP.F

g Identify parts of speech, particularly verbs and their functions in a sentence. L.7.3.LP.G

h Actively engage (through any mode of communication) in a conversation with one participant. L.7.3.LP.H

i Engage with communication partner. L.7.3.LP.I

Vocabulary Acquisition and Use

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4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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 a word or phrase. b.Use common, gradeappropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d.Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.4

Complexity a

a Use context clues, word structure, or reference materials to determine the meaning of unfamiliar words or phrases. L.7.4.A

Complexity b

b Use sentence or paragraph-level context to determine the meaning of unfamiliar or multiplemeaning words or phrases. L.7.4.B

Complexity c

c Determine the meaning of a word. L.7.4.C

Learning Progression

a Define denotation.(dictionary definition) L.7.4.LP.A

b Define roots and affixes. L.7.4.LP.B

c Use a dictionary to find the definition of a word. L.7.4.LP.C

d Label the parts of a dictionary definition. L.7.4.LP.D

e Use sentence or paragraph level context clues to determine the meaning of a word. L.7.4.LP.E

f Recognize that the synonyms of a word found in a thesaurus indicate various connotations of the original word. L.7.4.LP.F

g Define synonym. L.7.4.LP.G

h identify the meaning of a word based on sentence or paragraph level context L.7.4.LP.H

i Identify words represented in text or visually that have multiple meanings. L.7.4.LP.I

j Determine which connotation is appropriate to use in a sentence based on the sentence's context. L.7.4.LP.J

k Determine the meaning of an unknown word without using reference materials (e.g., Greek and Latin roots and affixes, word association). L.7.4.LP.K

l Match an object or picture to a word to convey correct meaning. L.7.4.LP.L

m Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words. L.7.4.LP.M

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/ antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L.7.5

Complexity a

a Explain the meaning of figurative language (e.g., similes, metaphors) L.7.5.A

Complexity b

b Identify the relationship between words such as synonyms and antonyms and simple connotations. L.7.5.B

Complexity c

c Identify connections between words and their uses. L.7.5.C

Learning Progression

a Define denotation (dictionary definition) and connotation (alternate meanings based on feelings associated with a word). L.7.5.LP.A

b Match alternate meanings to words. L.7.5.LP.B

c Communicate using any mode using various synonyms and antonyms. L.7.5.LP.C

d Identify conceptual differences (e.g., hot/cold). L.7.5.LP.D

e Match connotations to their denotative word. L.7.5.LP.E

f Identify when a word or phrase is being used in a nonliteral way. L.7.5.LP.F

g Identify multiple meanings of words. L.7.5.LP.G

h Identify words that share meaning. L.7.5.LP.H

i Identify words with conceptual differences (e.g., hot/cold). L.7.5.LP.I

j Demonstrate understanding of the idea that word meaning is not always concrete (e.g. the word “rock” as a noun vs. a verb). L.7.5.LP.J

k Actively engage in guided sharing of words with hidden meanings using graphic and tactile representations. L.7.5.LP.K

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6 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.7.6

Complexity a

a Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing. L.7.6.A

Complexity b

b Sort academic and domainspecific words by connecting them to an appropriate subject or topic. L.7.6.B

Complexity c

c Communicate using grade-level words and phrases acquired through interactions with others. L.7.6.C

Learning Progression

a Choose appropriate domain-specific words for writing or speaking. L.7.6.LP.A

b Identify grade-level, subject specific vocabulary.. L.7.6.LP.B

c Match grade-level subject specific words to their meanings using any form, including images or objects. L.7.6.LP.C

d Engage with grade-level peers, and adults to gain ageappropriate word exposure. L.7.6.LP.D

e Engage with a communication partner. L.7.6.LP.E