South Dakota English Language Arts

7th Grade

Reading Literature RL

1 **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** 7.RL.1

2 **Determine a theme or central idea(s) of a text.** 7.RL.2

- a Analyze its development over the course of the text. 7.RL.2.A
- b Identify key textual details to support the analysis. 7.RL.2.B

3 **Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).** 7.RL.3

4 **Interpret words and phrases as intended by the author of a text.** 7.RL.4

- a Determine the meaning of words and phrases including how figurative and connotative meanings affect tone and mood. 7.RL.4.A
- b Analyze the impact of sound devices and allusions on a specific part of a poem, story, or drama. 7.RL.4.B

5 **Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.** 7.RL.5

6 **Analyze how an author develops and contrasts the different points of view of characters or narrators in texts through dialogue, action, and description.** 7.RL.6

7 **Analyze the effects of techniques in diverse media and formats (e.g., lighting, sound, color, or camera focus and angles in a film), comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version.** 7.RL.7

8 **Not applicable to literature** 7.RL.8

9 **Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors of fiction use or alter history.** 7.RL.9

10 **By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7.** 7.RL.10

- a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 7.RL.10.A
- b Self-select texts for personal enjoyment, interest, and academic tasks. 7.RL.10.B

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Reading Informational Text RI

1 **Cite several pieces of textual evidence to support analysis of what the text says explicitly and inferentially.** 7.RI.1

2 **Determine two or more central ideas in a text.** 7.RI.2

- a a. Analyze their development over the course of the text. 7.RI.2.A
- b Provide an objective summary of the text. 7.RI.2.B

3 **Analyze the interactions among individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).** 7.RI.3

4 **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.** 7.RI.4

5 **Analyze the structure an author uses to organize a text, including how the specific sentences and paragraphs, as well as larger components (e.g. section, chapter, or scene), contribute to the whole and to the development of the ideas.** 7.RI.5

6 **Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her viewpoint from that of others.** 7.RI.6

7 **Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.** 7.RI.7

8 **Trace and evaluate the argument and specific claims in a text.** 7.RI.8

- a Assess whether the reasoning is sound. 7.RI.8.A
- b Assess whether the evidence is relevant and sufficient to support the claims. 7.RI.8.B

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.** 7.RI.9

10 **By the end of the year, read and comprehend literary nonfiction and informational text representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7.** 7.RI.10

- a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 7.RI.10.A
- b Self-select texts for personal enjoyment, interest, and academic tasks. 7.RI.10.B
- c Read widely to understand diverse perspectives and viewpoints. 7.RI.10.C

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c **Read widely to understand diverse perspectives and viewpoints.** 7.RL.10.C

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Language L

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. 7.L.1

- a Explain the function of phrases and clauses in general and their function in specific sentences. 7.L.1.A
- b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 7.L.1.B
- c Place phrases and clauses within a sentence. 7.L.1.C
- d Recognize and correct misplaced and dangling modifiers. 7.L.1.D

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 7.L.2

- a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie). 7.L.2.A
- b Use commas and semicolons appropriately in compound and complex sentence structure. 7.L.2.B
- c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed. 7.L.2.C

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7.L.3

- a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. 7.L.3.A
- b Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 7.L.3.B
- c Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. 7.L.3.C

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. 7.L.4

- a Use context to determine the meaning of a word or phrase. 7.L.4.A
- b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., belligerent, bellicose, rebel). 7.L.4.B
- c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 7.L.4.C
- d Verify the preliminary determination of the meaning of a word or phrase. 7.L.4.D
- Learn the history of the English language. 7.L.4.E

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5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** 7.L.5

- a Interpret figures of speech, including allusions (e.g., literary, biblical, mythological). 7.L.5.A
- b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each word. 7.L.5.B
- c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 7.L.5.C

6 **Acquire and use grade-appropriate general academic and domain-specific words and phrases.** 7.L.6

- a Research words and gather vocabulary knowledge. 7.L.6.A
- b Apply knowledge of vocabulary to reading, writing, speaking, and listening. 7.L.6.B

Writing W

1 **Write arguments to support claims with clear reasons and relevant evidence.** 7.W.1

- a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 7.W.1.A
- b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 7.W.1.B
- c Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 7.W.1.C
- d Establish and maintain a formal style. 7.W.1.D
- e Provide a concluding statement or section that follows from and supports the argument presented. 7.W.1.E

2 **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** 7.W.2

- a 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, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension. 7.W.2.A
- b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 7.W.2.B
- c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 7.W.2.C
- d Use precise language and domain-specific vocabulary to inform about or explain the topic. 7.W.2.D
- e Establish and maintain a formal style. 7.W.2.E

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f Provide a concluding statement or section that follows from and supports the information or explanation presented. 7.W.2.F

3 **Write narratives and other creative texts (e.g. poetry, graphic stories, digital composition, memoirs) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** 7.W.3

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. 7.W.3.A

b Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and poetic devices to develop experiences, events, and/or characters. 7.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. 7.W.3.C

d Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events. 7.W.3.D

e Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre). 7.W.3.E

4 **Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** 7.W.4

5 **Develop and strengthen writing as needed.** 7.W.5

a Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach. 7.W.5.A

b Focus on how well purpose and audience have been addressed. 7.W.5.B

c Use guidance and support from peers, adults, and digital tools. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7). 7.W.5.C

6 **Use technology, including digital tools/platforms, to format, produce, and publish writing.** 7.W.6

a Link to and cite sources with a standard format such as MLA or APA. 7.W.6.A

b Interact and collaborate with others. 7.W.6.B

c Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting. 7.W.6.C

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

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8 **Gather relevant information from multiple print and digital sources.** 7.W.8

a Use search terms effectively. 7.W.8.A

b Assess the credibility and accuracy of each source. 7.W.8.B

c Quote or paraphrase the data and conclusions of others while avoiding plagiarism. 7.W.8.C

d Follow a standard format for citation. 7.W.8.D

9 **Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational text as needed.** 7.W.9

10 **Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.** 7.W.10

Speaking and Listening SL

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.** 7.SL.1

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 respond, probe, and reflect on ideas under discussion. 7.SL.1.A

b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 7.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. 7.SL.1.C

d Acknowledge new information expressed by others and, when warranted, modify their own views. 7.SL.1.D

e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion. 7.SL.1.E

2 **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.** 7.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.** 7.SL.3

4 **Present claims and findings appropriate to the purpose and audience.** 7.SL.4

a Include pertinent descriptions, facts, details, and examples. 7.SL.4.A

b Use appropriate eye contact, adequate volume, and clear pronunciation. 7.SL.4.B

c Emphasize salient points in a focused, coherent manner. 7.SL.4.C

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5 **Include relevant multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.** 7.SL.5

6 **Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)** 7.SL.6