

Grade 7

Foundations for Reading **FFR**

See Kindergarten through grade five for Foundations for Reading standards.

Developing Skilled Readers and Building Reading Stamina **DSR**

- 1 The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down. **7.DSR.1****
 - A** Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12). **7.DSR.1.A**
 - B** Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12). **7.DSR.1.B**
 - C** When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12). **7.DSR.1.C**
 - D** Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12). **7.DSR.1.D**
 - E** Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12). **7.DSR.1.E**

Reading and Vocabulary **RV**

RV. The student will systematically build vocabulary and word knowledge based on grade seven content and texts. **7.RV**

- 1 Vocabulary Development and Word Analysis **7.RV.1****
 - A** Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics. **7.RV.1.A**

- B** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases. **7.RV.1.B**
 - C** Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words. **7.RV.1.C**
 - D** Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word. **7.RV.1.D**
 - E** Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification. **7.RV.1.E**
 - F** Distinguish among the nuances in the meaning of connotations of words with similar denotations. **7.RV.1.F**
 - G** Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech. **7.RV.1.G**
 - H** Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities. **7.RV.1.H**
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Reading Literary Text **RL**

RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama. **7.RL**

1 Key Ideas and Plot Details **7.RL.1**

- A** Describe stated or implied themes of texts and analyze their development throughout the texts using specific details. **7.RL.1.A**
 - B** Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development. **7.RL.1.B**
 - C** Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events. **7.RL.1.C**
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2 Craft and Style **7.RL.2**

- A** Analyze how elements of authors' styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry. **7.RL.2.A**
 - B** Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone. **7.RL.2.B**
 - C** Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader's interpretation of a text. **7.RL.2.C**
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3 Integration of Concepts **7.RL.3**

- A** Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot. **7.RL.3.A**

- B** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **7.RL.3.B**

Reading Informational Text **RI**

RI. The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read. **7.RI**

1 Key Ideas and Confirming Details **7.RI.1**

- A** Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text. **7.RI.1.A**
- B** Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed. **7.RI.1.B**
- C** Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced. **7.RI.1.C**

2 Craft and Style **7.RI.2**

- A** Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension. **7.RI.2.A**
- B** Analyze how an author's word choice, organizational pattern, and language structure impact the author's purpose and support the reader's comprehension. **7.RI.2.B**
- C** Analyze how an author's purpose(s) reflects the author's perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text. **7.RI.2.C**

3 Integration of Concepts **7.RI.3**

- A** Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas. **7.RI.3.A**
- B** Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning. **7.RI.3.B**

Foundations for Writing **FFW**

See Kindergarten through grade five for Foundations for Writing standards.

Writing **W**

W. The student will compose various works for diverse audiences and purposes, linked to grade seven content and texts. **7.W**

1 Modes and Purposes for Writing **7.W.1**

- A** Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another. 7.W.1.A
 - B** Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas. 7.W.1.B
 - C** Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped. 7.W.1.C
 - D** Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s). 7.W.1.D
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2 Organization and Composition 7.W.2

- A** Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: 7.W.2.A
 - i** Composing a thesis statement that states a position or explains the purpose. 7.W.2.A.I
 - ii** Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic. 7.W.2.A.II
 - iii** Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples). 7.W.2.A.III
 - iv** Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts. 7.W.2.A.IV
 - v** Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing. 7.W.2.A.V
 - vi** Expanding and embedding ideas to create sentence variety. 7.W.2.A.VI
 - vii** Providing a concluding statement or section. 7.W.2.A.VII
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3 Usage and Mechanics 7.W.3

- A** Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. 7.W.3.A
 - B** Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). 7.W.3.B
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Language Usage LU

LU. The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate. 7.LU

1 Grammar 7.LU.1

- A Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing. 7.LU.1.A
 - B Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing. 7.LU.1.B
 - C Use specific adjectives and adverbs to enhance speech and writing. 7.LU.1.C
 - D Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing. 7.LU.1.D
 - E Maintain consistent verb tense across paragraphs in writing. 7.LU.1.E
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2 Mechanics 7.LU.2

- A Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing. 7.LU.2.A
 - B Use and punctuate dialogue and direct quotations appropriately in writing. 7.LU.2.B
 - C Recognize and consistently spell frequently used words accurately 7.LU.2.C
 - D Consult reference materials to check and correct spelling. 7.LU.2.D
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Communication and Multimodal Literacies C

C. The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. 7.C

1 Communication, Listening, and Collaboration 7.C.1

- A Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes: 7.C.1.A
 - i Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules. 7.C.1.A.I
 - ii Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work. 7.C.1.A.II
 - iii Asking and responding to probing questions and providing appropriate feedback within structured discussions. 7.C.1.A.III
 - iv Communicating agreement or tactful disagreement with others' ideas using carefully constructed statements. 7.C.1.A.IV
 - v Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed. 7.C.1.A.V
 - vi Evaluating the effectiveness of participant interactions and one's own contributions to small group activities. 7.C.1.A.VI
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2 Speaking and Presentation of Ideas 7.C.2

- A Report orally on a topic or text or present an opinion. This includes: 7.C.2.A

- i Clearly communicating information in an organized and succinct manner. 7.C.2.A.I
 - ii Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples. 7.C.2.A.II
 - iii Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message. 7.C.2.A.III
 - iv Responding to audience questions and comments with relevant evidence, observations, and ideas. 7.C.2.A.IV
 - v Referencing source material as appropriate during the presentation. 7.C.2.A.V
- B Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection. 7.C.2.B
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3 Integrating Multimodal Literacies 7.C.3

- A Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language). 7.C.3.A
 - B Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence. 7.C.3.B
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4 Examining Media Messages 7.C.4

- A Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions). 7.C.4.A
 - B Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint. 7.C.4.B
 - C Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience. 7.C.4.C
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Research R

R. The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning. 7.R

1 Evaluation and Synthesis of Information 7.R.1

- A Formulate questions about a research topic, broadening or narrowing the inquiry as necessary. 7.R.1.A
- B Collect, organize, and synthesize information from multiple sources using various notetaking formats. 7.R.1.B
- C Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude. 7.R.1.C

- D** Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines. **7.R.1.D**
- E** Organize and share findings in formal and informal oral written formats. **7.R.1.E**
- F** Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date). **7.R.1.F**
- G** Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop. **7.R.1.G**