Wisconsin English Language Arts

Grade 7

Adopted 2020

Reading

Key Ideas and Details

1. Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. R.7.1
2. Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. R.7.2
3. In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning.
In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. R.7.3

Craft and Structure

4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. R.7.4
5. In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas.
In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. R.7.5
6. In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators.
In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. R.7.6

Integration of Knowledge and Ideas

7. Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. R.7.7
8. Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. R.7.8
9. Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. R.7.9

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Writing

Text Types and Purposes

1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. W.7.1
2. Write text in a variety of modes: W.7.2
    a. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources. W.7.2.A
    b. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.7.2.B
    c. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. W.7.2.C
3. Create writing that utilizes: W.7.3
    a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. W.7.3.A
    b. Transitions: use a variety of appropriate transitions that connect and develop ideas. W.7.3.B
    c. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. W.7.3.C

Production and Distribution of Writing

4. Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. W.7.4
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
6. Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. W.7.6

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Inquiry to Build and Present Knowledge

7. Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.7
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.8
9. Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. W.7.9

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. SL.7.1
    a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. SL.7.1.A
    b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). SL.7.1.B
    c. Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives. SL.7.1.C
    d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. SL.7.1.D
2. Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. SL.7.2
3. Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.3

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. SL.7.4
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points. SL.7.5

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nowledge of Language

1. Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. L.7.1
    a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. L.7.1.A
    b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). L.7.1.B
    c. Maintain consistency in style and tone. L.7.1.C
    d. When appropriate, eliminate wordiness and redundancy. L.7.1.D

Vocabulary Acquisition and Use

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate L.7.2
    a. 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.7.2.A
    b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. L.7.2.B
3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.3
    a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. L.7.3.A
    b. Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story). L.7.3.B
4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. L.7.4

Conventions of Standardized English

5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: L.7.5
    a. Phrases and clauses. L.7.5.A
    b. Simple, compound, and complex sentences signaling differing relationships among ideas. L.7.5.B
    c. Recognizing and correcting dangling modifiers. L.7.5.C

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6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: L.7.6
    a. Commas to separate coordinate adjectives. L.7.6.A
    b. Correct spelling. L.7.6.B