

# Grade 7

Adopted 2019

## 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](#)
2. Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. [RL.7.2](#)
3. Analyze how particular elements of a story or drama influence one another. [RL.7.3](#)

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### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage. [RL.7.4](#)
5. Analyze how the form or structure of a drama, poem or prose text contributes to its meaning. [RL.7.5](#)
6. Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. [RL.7.6](#)

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### Integration of Knowledge and Ideas

7. Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium. [RL.7.7](#)
8. Not applicable to literature. [RL.7.8](#)
9. Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history. [RL.7.9](#)

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### Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. [RL.7.10](#)
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## Reading Standards for Informational Text

### 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. **RI.7.1**
  2. Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. **RI.7.2**
  3. Analyze the interactions between individuals, events and ideas over the course of a text. **RI.7.3**
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### Craft and Structure

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 word choices on meaning and tone. **RI.7.4**
  5. Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas. **RI.7.5**
  6. Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others. **RI.7.6**
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### Integration of Knowledge and Ideas

7. Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience. **RI.7.7**
  8. Identify 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**
  9. Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts. **RI.7.9**
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### Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. **RI.7.10**
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## Composition

### Text Types and Purposes

1. Compose arguments to support claims with clear reasons and relevant evidence. **C.7.1**
  - a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.7.1.A**
  - b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. **C.7.1.B**
  - c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C.7.1.C**
  - d. Use transitions to create cohesion and clarify the relationships among claims. **C.7.1.D**
  - e. Establish and maintain a task appropriate writing style. **C.7.1.E**
  - f. Provide a concluding statement or section that supports the argument presented. **C.7.1.F**
  - g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed. **C.7.1.G**
2. Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. **C.7.2**
  - a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.7.2.A**
  - b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multi-media when useful to aiding comprehension. **C.7.2.B**
  - c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. **C.7.2.C**
  - d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **C.7.2.D**
  - e. Use precise language and domain-specific vocabulary to inform about or explain the topic. **C.7.2.E**
  - f. Establish and maintain a formal style. **C.7.2.F**
  - g. Provide a concluding statement or section that follows from and supports the information or explanation presented. **C.7.2.G**
  - h. With some guidance, 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. **C.7.2.H**
3. Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-

structured event sequences. [C.7.3](#)

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. [C.7.3.A](#)
  - b. Engage 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. [C.7.3.B](#)
  - c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. [C.7.3.C](#)
  - d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. [C.7.3.D](#)
  - e. Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [C.7.3.E](#)
  - f. Provide a conclusion that follows from and reflects on the narrated experiences or events. [C.7.3.F](#)
  - g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. [C.7.3.G](#)
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#### **Production and Distribution**

4. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. [C.7.4](#)
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#### **Research to Build and Present Knowledge**

5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. [C.7.5](#)
  6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. [C.7.6](#)
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#### **Range of Writing**

7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. [C.7.7](#)
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## Language

### Conventions of Standard English

1. In both written and oral expression: **L.7.1**
    - a. Create sentences using correctly placed clauses and phrases. **L.7.1.A**
    - b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. **L.7.1.B**
  2. When writing: **L.7.2**
    - a. Demonstrate appropriate use of a comma to separate coordinate adjectives. **L.7.2.A**
    - b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. **L.7.2.B**
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### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading or listening. **L.7.3**
    - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **L.7.3.A**
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### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. **L.7.4**
  - 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. **L.7.4.A**
  - b. Use Greek and Latin affixes and roots as clues to the meaning of a word. **L.7.4.B**
  - c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.7.4.C**
  - d. 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.7.4.D**
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. **L.7.5**
  - a. Interpret figurative language, including but not limited to allusions, in context. **L.7.5.A**
  - b. Use the relationship between particular words to improve understanding. **L.7.5.B**
  - c. Distinguish among the connotations of words with similar denotations. **L.7.5.C**