



Common Core State Standards ENGLISH LANGUAGE ARTS SEVENTH GRADE



I. LITERATURE (7-RL)

A. KEY IDEAS & 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.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).



B. CRAFT & STRUCTURE

1. 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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
2. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
3. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.



C. INTEGRATION OF KNOWLEDGE & IDEAS

1. 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).
2. Not applicable to literature.
3. 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.



D. RANGE OF READING & LEVEL OF TEXT COMPLEXITY

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.



II. INFORMATIONAL TEXT (7-RI)

A. KEY IDEAS & 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.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.



II. INFORMATIONAL TEXT (7-RI) CONT'D

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).

B. CRAFT & STRUCTURE

1. 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.
2. 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.
3. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.



C. INTEGRATION OF KNOWLEDGE & IDEAS

1. 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).
2. 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.
3. 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.



D. RANGE OF READING & LEVEL OF COMPLEXITY

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.



III. WRITING (7-W)

A. TEXT TYPES & PURPOSES

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
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. 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 when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.



III. WRITING (7-W) CONT'D

- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- g. Write narratives to develop real or imagined experiences or events using effective technique, 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.

B. PRODUCTION & DISTRIBUTION OF WRITING

1. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2. 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.
3. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.



C. RESEARCH TO BUILD & PRESENT KNOWLEDGE

1. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
2. 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.
3. 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.”)



D. RANGE OF WRITING

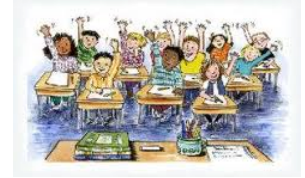
Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.



IV. SPEAKING & LISTENING (7-SL)

A. COMPREHENSION & COLLABORATION

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 studied the required material; 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, set specific goals and deadlines and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.



B. PRESENTATION OF KNOWLEDGE & IDEAS

1. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.
2. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



V. LANGUAGE (7-SL)

A. CONVENTIONS OF STANDARD ENGLISH

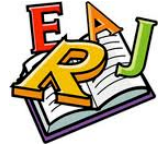
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex and compound-complex sentences to signal differing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



V. LANGUAGE (7-SL) CONT'D

B. VOCABULARY ACQUISITION & USE

1. 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, grade-appropriate 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).
2. 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*).
3. 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.



C. KNOWLEDGE OF LANGUAGE

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

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.



Note: Information obtained from Common Core Standards Initiative organization.