English Language Arts   Grade 7

Reading Standards:
Reading Standards for Literature (RL)
Reading Standards for Informational Text (RI)

CCR Anchor Standard R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- inference
- textual evidence
- cite

RI7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- inference
- textual evidence
- cite

CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL7.2   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
- theme/central idea
- analyze
- summarize

RI7.2   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
- theme/central idea
- analyze
- summary

CCR Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL7.3   Analyze how particular elements of a story or drama interact
- setting
- characters
- conflict
- plot – basic situation (introduction), series of events (rising action), climax, resolution
- flashback
- foreshadowing
- suspense
- how setting shapes the characters or plot

RI7.3   Analyze the interactions between individuals, events, and ideas in a text
- analyze how ideas influence individuals or events
- analyze how individuals influence ideas or events

CCR Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL7.4   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 specific verse or stanza of a poem or section of a story or drama
- figurative meaning
- connotative meaning
- rhyme and repetition
- alliteration
- stanza/verse
- mood
- tone
- irony

RI7.4   Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- figurative meaning

- connotative meaning
- technical meaning
- word choice
- tone

CCR Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL7.5 Analyze how a drama's or poem's form or structure contributes to its meaning
- drama/structure
- poem/structure
- soliloquy
- sonnet

RI7.5 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
- impact of text structure on the development of ideas

CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.

RL7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
- point of view
- analyze stories, drama, or poems by authors who represent diverse world cultures

RI7.6 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
- point of view
- author's purpose

CCR Anchor Standard R7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL7.7 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
- compare and contrast

- technique effect
    - lighting
    - sound
    - color
    - camera focus and angles

RI7.7   Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
- portrayal of a subject
- analyze how the delivery of a speech affects the impact of the words

CCR Anchor Standard R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL7.8   (Not applicable to literature)

RI7.8   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
- evaluate an argument
- sound and relevant evidence

CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL7.9   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
- historical fiction

RI7.9   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
- analyze how authors use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively

CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.

RL7.10 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
- text complexity

RI7.10 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
- text complexity

CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL7.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations
- self-select text based on personal preferences
- use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces

Writing (W)

CCR Anchor Standard W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W7.1 Write arguments to support claims with clear reasons and relevant evidence
- introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically
- support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
- use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence
- establish and maintain a formal style

- provide a concluding statement or section that follows from and supports the argument presented

CCR Anchor Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- introduce a topic clearly, previewing what is to follow
- organize ideas, concepts, and information, using strategies
  - definition
  - classification
  - comparison/contrast
  - cause/effect
- include formatting such as headings, graphics, such as charts and tables, and multimedia when useful to aiding comprehension
- develop the topic
  - relevant facts
  - definitions
  - concrete details
  - quotations
  - additional information
  - examples
- use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- use precise language and domain-specific vocabulary to inform about or explain the topic
- establish and maintain a formal style
- provide a concluding statement or section that follows from and supports the information or explanation presented

CCR Anchor Standard W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- engage and orient the reader
  - establish a context and point of view
  - introduce a narrator and/or characters

- organize an event sequence that unfolds naturally and logically
- use narrative techniques to develop experiences, events, and/or characters
  - dialogue
  - pacing
  - description
- use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- capture the action and convey experiences and events
  - use precise words and phrases
  - use relevant descriptive details
  - use sensory language
- provide a conclusion that follows from and reflects on the narrated experiences or events

CCR Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7.4 Produce clear and coherent argumentative, informational/explanatory, and narrative writing in which the development, organization, and style are appropriate to task, purpose, and audience
- produce text (print or non-print) that explores a variety of cultures and perspectives

CCR Anchor Standard W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed
- plan
- revise
- edit
- rewrite
- try a new approach
- focus on purpose and audience
- conventions (See Language Standards 1-3)

CCR Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W7.6 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

- research
- trustworthy search engines
- bibliography
- citations
- collaboration
- blogs

CCR Anchor Standard W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.7.7 Conduct short research projects

- answer a question
- draw on several sources
- generate additional related, focused questions for further research and investigation

CCR Anchor Standard W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W7.8 Gather relevant information from multiple print and digital sources

- use search terms effectively
- assess the credibility and accuracy of each source
- quote or paraphrase the data and conclusions of others while avoiding plagiarism
- follow a standard format for citation

CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
- apply *grade 7 Reading standards* to literature. For example, "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"
- apply *grade 7 Reading standards* to literary nonfiction. For example, "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"

CCR Anchor Standard W10: 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 tasks, purposes, and audiences.

W7.10 Write routinely
- extended time frames
    - research
    - reflect
    - revise
- shorter time frames
    - single sitting
- range of discipline-specific tasks, purposes, and audiences

CCR Anchor Standard W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W7.11 Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections
- make deliberate, personal, cultural, textual, and thematic connections across genres
- create poetry, stories, plays, and other literary forms such as videos or art work

Broad types of writing include many subgenres. See below for definitions key writing types:

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term "opinion" is used to refer to this developing form of argument.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains. Although information is provided in both arguments and

explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification. Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the "pros" (supporting ideas) and "cons" (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Speaking and Listening (SL)

CCR Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL7.1 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
- prepare for discussions
  - read or research material under study
  - explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- during discussions:
  - follow rules for collegial discussions

- o track progress toward specific goals and deadlines
- o define individual roles as needed
- o pose questions that elicit elaboration
- o respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
- o acknowledge new information expressed by others
- o modify own views when warranted
- o seek to understand other perspectives and cultures
- o communicate effectively with audiences or individuals from varied backgrounds

CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL7.2 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

        a. Use their experience and their knowledge of language and logic, as well as culture think analytically, address problems creatively, advocate persuasively

CCR Anchor Standard SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL7.3 Delineate a speaker's argument and specific claims
- evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence
  - o accuracy
  - o word choice
  - o relevant information

CCR Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use appropriate eye contact, adequate volume, and clear pronunciation

- use appropriate delivery
- adequate volume
- appropriate pace
- appropriate use of time
- appropriate body language
- include an attention-getting beginning
- include a powerful ending

CCR Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
- movie clips
- posters
- props

CCR Anchor Standard SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Grade 7 Language standards 1 and 3 provide specific expectations

Language (L)

CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- explain the function of phrases and clauses in general and their function in specific sentences
- choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

CCR Anchor Standard L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L7.2 Demonstrate command of the conventions of standard English capitalization when writing

Rule	Examples
- Pronoun - Pronoun I contractions	I, I've
- Names of specific animals	Smokey, Bambi, Spot
- Names and initials of persons	P.T. Barnum John F. Kennedy
- Specific family relationships without possessive adjectives	We gave **Mom** some flowers. We gave **my mom** some flowers. **G**randpa but **his g**randpa
- Titles of respect, honor, rank	Judge Brown Captain Crunch Coach Boeheim
- Name of racial. Political, or religious bodies	Caucasian, Democratic, Catholic
- First word in a sentence	The car is brand new. Can you swim?
- First word of a quotation	Bob said, "It is snowing." "It is snowing," said Bob. "Look, " said Bob, "it is snowing."

• Salutation (greeting) of letters (first word and word(s) standing for person's name)	Dear Sir: Dear Aunt Pat, My dear Grandma Jones,
• Closing of a letter (first word only)	Very truly yours,
• Days of the week, months of the year, but **not** <u>seasons</u> of the year	Monday February but not **w**inter **s**ummer
• Holidays (including the word "Day")	Christmas Day Halloween
• Abbreviations (initials) of terms and organizations	Y.M.C.A. F.B.I. C.I.A A.M. P.M. B.C. A.D.
• Titles of books, magazines, poems, articles, songs, TV programs, etc.	"I Can See Clearly Now" The Suite Life of Zack and Cody
• Names of streets, roads, avenues, etc.	South Bay Road Main Street
• Names of rivers, oceans, canals, mountains, etc.	Mississippi River Suez Canal Rocky Mountains Green Lakes
• Names of buildings, schools, churches. Parks, monuments, etc.	Cicero North Syracuse High School Onondaga Lake Park Cicero Lumber
• Names of ships, airplanes, spacecrafts	Apollo I Titanic Spirit of St. Louis
• Names of specific companies, organizations, departments of government	American Cancer Society General Electric Company Department of Defense Congress
• School courses (languages and courses with number)	English Spanish History 101 but not **s**cience, **m**ath **h**istory
• Names of important historical periods, events, documents	Battle of Bunker Hill Declaration of Independence Civil War Dark Ages
• Nouns designating specific geographical locations or regions (not directions)	The **Northwest** is a great place. Bill moved out **West** with his family. Drive **south** to reach Cortland.
• Proper adjectives	American scientists Italian bread

	Swiss watches
• Specific brand names	Kodak film Ford truck Skippy peanut butter
• Names of specific stars, constellations and planets (but not sun, moon, or stars)	Saturn Jupiter Orion Big Dipper sun moon
• Names referring to Supreme Being and religious writings (God but not gods)	Holy Bible God Lord New Testament Proverbs Torah Koran

L7.3 Demonstrate command of the conventions of standard English spelling when writing
- • spell correctly
    - o consult a dictionary (hard copy or online) for reference

CCR Anchor Standard L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L7.4 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

CCR Anchor Standard L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L7.5 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
- • use context as a clue to the meaning of a word or phrase
    - o overall meaning of a sentence or paragraph
    - o a word's position or function
- • use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
    - o for example - *belligerent*, *bellicose*, *rebel*
- • 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
    - o dictionary

- o glossary
- o thesaurus
- verify the preliminary determination of the meaning of a word or phrase
    - o check the inferred meaning in context or in a dictionary

CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L7.6 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech in context
    - o literary
    - o biblical
    - o mythological allusions
- use the relationship between particular words to better understand each of the words
    - o synonym
    - o antonym
    - o homonym
    - o analogy
- distinguish among the connotations (associations) of words with similar denotations (definitions)
    - o examples ~ *refined*, *respectful*, *polite*, *diplomatic*, *condescending*

CCR Anchor Standard L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L7.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

L7.8 Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression