



## 7th Grade Reading

### **ELA.7.R.1 Reading Prose and Poetry**

#### *Literary Elements*

ELA.7.R.1.1: Analyze the impact of setting on character development and plot in a literary text.

#### *Theme*

ELA.7.R.1.2: Compare two or more themes and their development throughout a literary text.

#### Benchmark Clarifications:

*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

*Clarification 2:* Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

#### *Perspective and Point of View*

ELA.7.R.1.3: Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.

#### Benchmark Clarifications:

*Clarification 1:* An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception.

*Clarification 2:* "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.

#### *Poetry*

ELA.7.R.1.4: Analyze the impact of various poetic forms on meaning and style.

#### Benchmark Clarifications:

*Clarification 1:* Poetic forms used for this benchmark are sonnet and villanelle.

*Clarification 2:* Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.

### **ELA.7.R.2 Reading Informational Text**

#### *Structure*

ELA.7.R.2.1: Explain how individual text sections and/or features convey a purpose in texts.

#### *Central Idea*

ELA.7.R.2.2: Compare two or more central ideas and their development throughout a text.



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*Purpose and Perspective*

ELA.7.R.2.3: Explain how an author establishes and achieves purpose(s) through diction and syntax.

Benchmark Clarifications:

*Clarification 1:* This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

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*Argument*

ELA.7.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

Benchmark Clarifications:

*Clarification 1:* For more information on types of reasoning, see [Types of Logical Reasoning](#).

*Clarification 2:* Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See [Fallacies in Reasoning \(Informal\)](#).

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**■ ELA.7.R.3 Reading Across Genres**

*Interpreting Figurative Language*

ELA.7.R.3.1: Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).

Benchmark Clarifications:

*Clarification 1:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* See [Secondary Figurative Language](#).

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*Paraphrasing and Summarizing*

ELA.7.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

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*Comparative Reading*

ELA.7.R.3.3: Compare and contrast how authors with differing perspectives address the same or related topics or themes.

Benchmark Clarifications:

*Clarification 1:* The term perspective means “a particular attitude toward or way of regarding something.”

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*Understanding Rhetoric*

ELA.7.R.3.4: Explain the meaning and/or significance of rhetorical devices in a text.

Benchmark Clarifications:

*Clarification 1:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.

*Clarification 2:* See [Secondary Figurative Language](#).

*Clarification 3:* See [Rhetorical Devices](#).

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## Communication

### **ELA.7.C.1 Communicating Through Writing**

#### *Narrative Writing*

ELA.7.C.1.2: Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.

Benchmark Clarifications:

*Clarification 1:* See [Writing Types](#) and [Narrative Techniques](#).

*Clarification 2:* See [Secondary Figurative Language](#).

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#### *Argumentative Writing*

ELA.7.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

Benchmark Clarifications:

*Clarification 1:* See [Writing Types](#) and [Elaborative Techniques](#).

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#### *Expository Writing*

ELA.7.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

Benchmark Clarifications:

*Clarification 1:* See [Writing Types](#).

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#### *Improving Writing*

ELA.7.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.

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### **ELA.7.C.2 Communicating Orally**

#### *Oral Presentation*

ELA.7.C.2.1: Present information orally, in a logical sequence, emphasizing key points that support the central idea.

Benchmark Clarifications:

*Clarification 1:* For further guidance, see the [Secondary Oral Communication Rubric](#).

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### **ELA.7.C.3 Following Conventions**

#### *Conventions*

ELA.7.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

#### Benchmark Clarifications:

*Clarification 1:* Skills to be mastered at this grade level are as follows:

- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.
- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

*Clarification 2:* See [Convention Progression by Grade Level](#) for more information.

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### **ELA.7.C.4 Researching**

#### *Researching and Using Information*

ELA.7.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

#### Benchmark Clarifications:

*Clarification 1:* There is no requirement that students research the additional questions generated.

*Clarification 2:* While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

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### **ELA.7.C.5 Creating and Collaborating**

#### *Multimedia*

ELA.7.C.5.1: Integrate diverse digital media to build cohesion in oral or written tasks.

#### Benchmark Clarifications:

*Clarification 1:* Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.

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#### *Technology in Communication*

ELA.7.C.5.2: Use digital tools to produce and share writing.

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## Vocabulary

### **ELA.7.V.1 Finding Meaning**

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#### *Academic Vocabulary*

ELA.7.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

#### Benchmark Clarifications:

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

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#### *Morphology*

ELA.7.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

#### Benchmark Clarifications:

*Clarification 1:* See [Common Greek and Latin Roots 6-8](#) and [Affixes](#).

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#### *Context and Connotation*

ELA.7.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

#### Benchmark Clarifications:

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See [Context Clues](#) and [Word Relationships](#).

*Clarification 3:* See ELA.7.R.3.1 and [Secondary Figurative Language](#).

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Sample texts by standard

	ELA.7. R.1.1	ELA.7. R.1.2	ELA.7. R.1.3	ELA.7. R.1.4	ELA.7. R.2.1	ELA.7. R.2.2	ELA.7. R.2.3	ELA.7. R.2.4	ELA.7. R.3.1	ELA.7. R.3.2	ELA.7. R.3.3	ELA.7. R.3.4
	Analyze the impact of setting on character development and plot in a literary text.	Compare two or more themes and their development throughout a literary text.	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Analyze the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey a purpose in texts.	Compare two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Explain the meaning and/or significance of rhetorical devices in a text.
"Address Before a Joint Session of the Congress, November 27, 1963" by Lyndon Baines Johnson						•				•	•	•
"An Occurrence at Owl Creek Bridge" by Ambrose Bierce	•	•	•							•		
"Citizenship and Leadership" from <i>The Moral Compass: Stories for a Life's Journey</i> by William Bennett	•	•	•							•		
"Do Not Go Gentle into That Good Night" by Dylan Thomas		•		•					•	•		•
"Farewell Address" by Dwight Eisenhower						•		•		•	•	•
"Give Me Liberty or Give Me Death" Speech by Patrick Henry							•	•		•		•
"On First Looking Into Chapman's Homer" by John Keats				•					•	•		



	ELA.7. R.1.1	ELA.7. R.1.2	ELA.7. R.1.3	ELA.7. R.1.4	ELA.7. R.2.1	ELA.7. R.2.2	ELA.7. R.2.3	ELA.7. R.2.4	ELA.7. R.3.1	ELA.7. R.3.2	ELA.7. R.3.3	ELA.7. R.3.4
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“On Women’s Right to Vote” by Susan B. Anthony												
“Sonnet 18” by William Shakespeare		•		•					•			•
“The Destructive Male” by Elizabeth Stanton						•		•				•
“The Eyes Have It” by Philip K. Dick	•		•									
“The New Colossus” by Emma Lazarus		•		•					•			
“The Rights of the Colonists: The Report of the Committee of Correspondence to the Boston Town Meeting” by Samuel Adams						•						•
“the sonnet-ballad” by Gwendolyn Brooks				•								
“The Tell-Tale Heart” by Edgar Allan Poe	•		•									•
<i>Book of Esther</i> from The Bible	•	•										•





	ELA.7. R.1.1	ELA.7. R.1.2	ELA.7. R.1.3	ELA.7. R.1.4	ELA.7. R.2.1	ELA.7. R.2.2	ELA.7. R.2.3	ELA.7. R.2.4	ELA.7. R.3.1	ELA.7. R.3.2	ELA.7. R.3.3	ELA.7. R.3.4
	Analyze the impact of setting on character development and plot in a literary text.	Compare two or more themes and their development throughout a literary text.	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Analyze the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey a purpose in texts.	Compare two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors with differing perspectives or themes, the same or related topics or themes.	Explain the meaning and/or significance of rhetorical devices in a text.
<i>Freedom Walkers</i> by Russell Freedman					•	•				•		
<i>George vs. George: The American Revolution as Seen from Both Sides</i> by Rosalyn Schanzer					•					•		
<i>The Count of Monte Cristo</i> by Alexandre Dumas	•	•							•	•		•
<i>The Kon-Tiki Expedition: By Raft Across the South Seas</i> by Thor Heyerdahl					•					•		
<i>The Long Road to Gettysburg</i> by Jim Murphy					•					•		
<i>The Narrative of the Life of Frederick Douglass</i> by Frederick Douglass					•	•	•			•		•
<i>The Prince and the Pauper</i> by Mark Twain	•	•	•							•		
<i>The Red Umbrella</i> by Christina Diaz Gonzalez	•	•	•							•		



