

# 7<sup>th</sup> Grade ELA

## 7<sup>th</sup> Grade

### *Reading Literary Texts*

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

7.RL.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.

7.RL.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

7.RL.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 (e.g. Alliteration) on a specific verse or stanza of a poem or section of a story or drama.

7.RL.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

7.RL.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

7.RL.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 (e.g., lighting, sound, color, or camera focus and angles in a film).

7.RL.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.

7.RL.10 - 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.

### *Reading Informational Texts*

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

7.RI.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.

7.RI.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).

7.RI.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.

7.RI.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.

7.RI.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.

7.RI.8 - Traces and evaluates the arguments and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

7.RI.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.

7.RI.10 - Read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### *Writing*

7.W.1 - Write arguments to support claims with clear reasons and relevant evidence.

7.W.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

7.W.4 - 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.)

7.W.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 (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade).

7.W.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

7.W.8 - 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.

7.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Communication: Speaking, Listening and Language***

7.L.1 - Demonstrates command of the conventions of standard English grammar and usage when writing or speaking (use of phrases and clauses, etc.)

7.L.2 - Demonstrates command of the conventions of standard English capitalization, punctuation (punctuating coordinate adjectives, etc), and spelling when writing.

7.L.4 - Using context clues, determines or clarifies the meaning of unknown and multiple-meaning words and phrases.

7.L.5 - Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.

7.L.6 - Acquires and uses 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.

7.SL.1 - Participates in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.