Grade 7 English Language Arts

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- 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.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- Analyze the interactions between individuals, events, and ideas in a text.
- 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.
- Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
- 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).
- Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
- Analyze how two or more authors present and interpret facts on the same topic.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- 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.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Analyze how the structure or form of a text contributes to its meaning.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings
- 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).
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- Read and comprehend literary fiction on grade level, reading independently and proficiently

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- 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.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

- Identify and introduce the topic clearly, including a preview of what is to follow.
- Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- Write with an awareness of the stylistic aspects of composition.
    - Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - Use sentences of varying lengths and complexities.
    - Develop and maintain a consistent voice.
    - Establish and maintain a formal style.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Write arguments to support claims in an analysis of substantive topics.

- Introduce and state an opinion on a topic.
- Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- Write with an awareness of the stylistic aspects of composition.
    - Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - Use sentences of varying lengths and complexities.
    - Develop and maintain a consistent voice.
    - Establish and maintain a formal style.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Write narratives to develop real or imagined experiences or events.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
- Write with an awareness of the stylistic aspects of writing.
    - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
    - Use sentences of varying lengths and complexities.
    - Use precise language.
    - Develop and maintain a consistent voice.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Writes to respond to literature

- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Produces and distributes writing and engages in the writing process.

- 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.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Conducts Research

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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 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.
- Adapt speech to a variety of contexts and tasks.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.