

Grade 7

Adopted 2023

Reading Comprehension

Reading Fundamentals

- RF.** Provide an objective summary of a text. [7.RC.1.RF](#)
 - RF.** Determine how a central idea and/or theme of a text is developed through supporting details. [7.RC.2.RF](#)
 - RF.** Cite text evidence to support an analysis of what a text states, using background knowledge to justify inferences drawn from the text. [7.RC.3.RF](#)
 - RF.** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. [7.RC.4.RF](#)
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Reading Literature

- RL.** Examine how the interaction of literary elements impacts a story or drama, including how setting shapes the characters or plot or how imagery affects the mood of a text. [7.RC.5.RL](#)
- RL.** Describe how elements in the overall structure of a story, drama, or poem contribute to its meaning. [7.RC.6.RL](#)
- RL.** Determine how an author develops multiple points of view and perspectives of characters or narrators in a text. [7.RC.7.RL](#)
- RL.** Recognize the differences between reading a text, listening to an audio recording of a text, and/or watching a multimedia version of a text; differences of which:
 - Literary elements are imagined when reading a text, and
 - Multimedia techniques are observed when listening and/or watching.[7.RC.8.RL](#)
- RL.** Compare and contrast a fictional portrayal of a time, place, or character with the historical account of the corresponding time, place, or character. [7.RC.9.RL](#)
- RL.** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from American literature (beginnings through 1850), explaining its historical and/or contemporary significance. [7.RC.10.RL](#)

Reading Information

- RI. Describe how the interactions between individuals, events, and ideas impact the development of a text. [7.RC.11.RI](#)
 - RI. Describe how the major sections of a text influence the overall structure and development of ideas, themes, or arguments. [7.RC.12.RI](#)
 - RI. Examine how an author distinguishes his or her purpose, point of view, and/or perspective in a text from alternate or opposing positions. [7.RC.13.RI](#)
 - RI. Compare and contrast how an individual, issue, or idea is portrayed in a written text and in multimedia. [7.RC.14.RI](#)
 - RI. Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims. [7.RC.15.RI](#)
 - RI. Compare and contrast how two or more authors write about the same topic, including how key information is presented, how evidence is explained, and how facts are interpreted or promoted. [7.RC.16.RI](#)
 - RI. Identify the central idea in a nonfiction work from or about American literature (beginnings through 1850), explaining its historical and/or contemporary significance. [7.RC.17.RI](#)
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Writing

Style

- S. Compose an argument, using clear reasons and supporting evidence.
 - Introduce claims.
 - Acknowledge alternate or opposing claims.
 - Support claims with credible sources.[7.W.1.S](#)
- S. Write to inform about a topic.
 - Introduce a topic with a preview of what is to follow.
 - Convey ideas, concepts, and information.
 - Choose relevant facts, definitions, concrete details, quotations, and examples.[7.W.2.S](#)
- S. Write to express real or imagined experiences and/or events.
 - Establish the topic, context, narrative elements, and point of view and/or perspective.
 - Use relevant, descriptive details and precise language.
 - Develop well-structured event sequences.
 - Use narrative techniques (e.g., dialogue, pacing, description).[7.W.3.S](#)

Production

- P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. [7.W.4.P](#)
- P. Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate. [7.W.5.P](#)
- P. Use a variety of sentence types (i.e., simple, compound, complex, compound-complex). [7.W.6.P](#)
- P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, reasons, and/or evidence about a topic. [7.W.7.P](#)
- P. Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas. [7.W.8.P](#)
- P. Develop writing stamina during single sessions and over extended periods of time. [7.W.9.P](#)
- P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on audience. [7.W.10.P](#)
- P. Include headings, graphics, and various multimedia to clarify information. [7.W.11.P](#)
- P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing. [7.W.12.P](#)

Research

- R. Conduct research to explore a topic and/or answer a question, refocusing the inquiry for further research, investigation, or refinement. [7.W.13.R](#)
- R. Assess the credibility and accuracy of sources. [7.W.14.R](#)
- R. Quote or paraphrase data and conclusions, crediting sources and/or authors. [7.W.15.R](#)
- R. Follow a standard format for citation, including bibliographic information. [7.W.16.R](#)

Vocabulary

1. Use general academic and content-specific words and phrases accurately. [7.V.1](#)
2. Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. [7.V.2](#)
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
 - Use common Greek or Latin affixes and roots (i.e., morphology),
 - Trace the origins of words (i.e., etymology),
 - Use context,
 - Consult reference materials to clarify pronunciation and/or parts of speech, and/or
 - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.[7.V.3](#)
4. Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings. [7.V.4](#)
5. Determine how word choice, including rhyme and repetition, contributes to the meaning, style, and/or tone of a text. [7.V.5](#)
6. Demonstrate an understanding of figurative language in context, including allusions and analogies. [7.V.6](#)

Collaborative Communication

Speaking and Listening Comprehension

- SLC.** Express ideas in a collaborative setting, using effective discussion strategies. [7.CC.1.SLC](#)
- SLC.** Come to discussions prepared, referring to researched evidence on the topic, text, or issue. [7.CC.2.SLC](#)
- SLC.** Follow rules for collegial discussions, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Collegial discussions should include:
 - One-on-one
 - In small groups
 - Teacher-led[7.CC.3.SLC](#)
- SLC.** Acknowledge new information expressed by others and modify one's own views as needed. [7.CC.4.SLC](#)
- SLC.** Explain how central ideas and supporting details from non-textual sources clarify a topic, text, or issue. [7.CC.5.SLC](#)
- SLC.** Articulate a speaker's argument and specific claims, evaluating the accuracy of the evidence. [7.CC.6.SLC](#)

Presentation

- P. Present claims and evidence, emphasizing primary points in a focused, coherent manner. [7.CC.7.P](#)
 - P. Sequence ideas logically. [7.CC.8.P](#)
 - P. Support claims, central ideas, and/or themes with descriptions, facts, details, and examples. [7.CC.9.P](#)
 - P. Include relevant multimedia to clarify claims and findings. [7.CC.10.P](#)
 - P. Adapt speech to a variety of contexts and tasks, using appropriate eye contact, tone, and pacing. [7.CC.11.P](#)
 - P. Demonstrate command of standard English when indicated or appropriate. [7.CC.12.P](#)
 - P. Recite a passage from a well-known poem, play, or speech. [7.CC.13.P](#)
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Language

Structure

- S. Use nouns effectively:
 - Direct and indirect objects[7.L.1.S](#)
- S. Use pronouns properly:
 - Intensive and reflexive pronouns
 - Relative pronouns[7.L.2.S](#)
- S. Ensure pronouns have a clear antecedent and are appropriate in number and person. [7.L.3.S](#)
- S. Use verbs effectively:
 - Perfect verb tenses
 - Shifts in mood
 - Active and passive voice
 - Subject/verb agreement
 - Linking verbs[7.L.4.S](#)
- S. Use verbals (gerunds, participles, infinitives) correctly. [7.L.5.S](#)
- S. Use modifiers effectively:
 - Proper adjectives
 - Predicate adjectives[7.L.6.S](#)
- S. Correct misplaced and dangling modifiers. [7.L.7.S](#)
- S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. [7.L.8.S](#)
- S. Identify types of phrases and clauses based on their functions in sentences. [7.L.9.S](#)
- S. Choose language that precisely expresses ideas, eliminating redundancy. [7.L.10.S](#)

Conventions

- C. Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, dashes. [7.L.11.C](#)
- C. Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address. [7.L.12.C](#)
- C. Join elements of a series when individual items of the series already include commas, using a semicolon. [7.L.13.C](#)
- C. Indicate dialogue, quotes, and titles, using quotation marks. [7.L.14.C](#)
- C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. [7.L.15.C](#)