

Michigan Alternative Content Standards - English Language Arts

Grade 7

Students can comprehend text in increasingly complex ways.

Accessing Narrative Text

- 1 Analyze text to identify where information is explicitly stated and where inferences must be drawn. **EE.RL.7.1**
 - 1 The student can answer questions about narrative text using explicit details and clues to make inferences. **EE.RL.H.7.1**
 - 2 The student can use concrete details to answer simple questions and make predictions about short narrative text. **EE.RL.M.7.1**
 - 3 The student can use concrete details to answer simple who, what, where, or when questions about short narrative text. **EE.RL.L.7.1**
- 2 Identify events in a text that are related to the theme or central idea. **EE.RL.7.2**
 - 1 The student can identify one or more details in a narrative text that are related to the text's theme or main idea. **EE.RL.H.7.2**
 - 2 The student can identify one detail that relates to the theme or main idea of a short narrative text (when the theme or main idea is provided). **EE.RL.M.7.2**
 - 3 The student can identify the theme or main idea of a short narrative text. **EE.RL.L.7.2**
- 3 Determine how two or more story elements are related. **EE.RL.7.3**
 - 1 The student can indicate how two or more story elements are related. **EE.RL.H.7.3**
 - 2 The student can identify which story element is associated with a given story element. **EE.RL.M.7.3**
 - 3 The student can identify what is the same between two characters when given a visual model to match. **EE.RL.L.7.3**
- 4 Determine the meaning of simple idioms and figures of speech as they are used in a text. **EE.RL.7.4**
- 5 Compare the structure of two or more texts (e.g., stories, poems, or dramas). **EE.RL.7.5**
- 6 Compare the points of view of two or more characters or narrators in a text. **EE.RL.7.6**
- 7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text. **EE.RL.7.7**
- 9 Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account. **EE.RL.7.9**
- 10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry. **EE.RL.7.10**

Accessing Informational Text

- 1 Analyze text to identify where information is explicitly stated and where inferences must be drawn. **EE.RI.7.1**
 - 1 The student can use details and clues from informational text to answer questions and make inferences. **EE.RI.H.7.1**
 - 2 The student can use concrete details to answer simple questions and make predictions about a short informational text. **EE.RI.M.7.1**
 - 3 The student can use concrete details to answer simple who, what, where, or when questions about short informational text. **EE.RI.L.7.1**
- 2 Determine two or more central ideas in a text. **EE.RI.7.2**
 - 1 The student can identify one or more central ideas in an informational text. **EE.RI.H.7.2**
 - 2 The student can identify one detail that relates to the main idea of a short informational text (when the main idea is provided). **EE.RI.M.7.2**
 - 3 The student can identify the main idea of a short informational text. **EE.RI.L.7.2**
- 3 Determine how two individuals, events or ideas in a text are related. **EE.RI.7.3**
 - 1 The student can indicate how two individuals, events, or ideas in an informational text are related. **EE.RI.H.7.3**
 - 2 The student can identify which informational text element is associated with a given text element. (Example: Under which heading does given information go in a chart?). **EE.RI.M.7.3**
 - 3 The student can identify what is the same between two individuals within a short informational text. **EE.RI.L.7.3**
- 4 Determine how words or phrases are used to persuade or inform a text. **EE.RI.7.4**
- 5 Determine how a fact, step, or event fits into the overall structure of the text. **EE.RI.7.5**
 - 1 The student can identify how an informational text has been organized by the author (e.g., problem/solution, sequence/order, compare/contrast, cause/effect, descriptive) and/or indicate how a fact, step, or event fits into the text structure. **EE.RI.H.7.5**
 - 2 The student can identify a variety of informational/functional texts and/or text patterns (e.g., problem/solution, sequence/order, same/different, cause/effect, descriptive). **EE.RI.M.7.5**
 - 3 The student can answer simple questions regarding a variety of basic informational/functional text (e.g., awareness of daily schedule, calendars, dictionary, phone directories, etc.). **EE.RI.L.7.5**
- 6 Determine an author's purpose or point of view. **EE.RI.7.6**
 - 1 The student can identify the author's point of view or his/her purpose for writing an informational text. **EE.RI.H.7.6**

- 2 The student can select words/phrases that show how the author feels about the topic of an informational text or identify why the author most likely wrote it. [EE.RI.M.7.6](#)
- 3 The student can identify the purpose of an informational/functional text (e.g., to tell about events, give directions, provide information) using words/phrases paired with pictures. [EE.RI.L.7.6](#)
- 7 Compare a text to an audio, video or multimedia version of the same text. [EE.RI.7.7](#)
- 8 Determine how a claim or reason fits into the overall structure of an informational text. [EE.RI.7.8](#)
- 9 Compare and contrast how different texts on the same topic present the details. [EE.RI.7.9](#)
- 10 Demonstrate understanding while actively reading or listening to literary nonfiction. [EE.RI.7.10](#)

Vocabulary Acquisition and Usage

- 4.a** Demonstrate knowledge of word meanings: Use context to determine which word is missing from a text. **EE.L.7.4.A**
- 1 The student can use context as a clue to guide selection of a word or words that best completes a sentence. **EE.L.H.7.4.A**
 - 2 The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects. **EE.L.M.7.4.A**
 - 3 The student can use cues to recognize the meaning of familiar words when paired with pictures. **EE.L.L.7.4.A**
- 4.b** Demonstrate knowledge of word meanings: Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). **EE.L.7.4.B**
- 4.c** Demonstrate knowledge of word meanings: Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. **EE.L.7.4.C**
- 5.a** Demonstrate understanding of word relationships and use: Identify the literal and nonliteral meanings of words in context. **EE.L.7.5.A**
- 1 The student can identify the meaning of literal or non-literal/figurative words or phrases when presented in the context of narrative or informational text. **EE.L.H.7.5.A**
 - 2 The student can identify the correct word (from commonly confused words) to use in a given context. **EE.L.M.7.5.A**
 - 3 The student can identify the meaning of a word or phrase used in a given context given choices of words paired with pictures/objects. **EE.L.L.7.5.A**
- 5.b** Demonstrate understanding of word relationships and use: Demonstrate understanding of synonyms and antonyms. **EE.L.7.5.B**
- 1 The student can demonstrate understanding of words with the same or different meanings (synonyms and antonyms). **EE.L.H.7.5.B**
 - 2 The student can identify a word with the opposite meaning as a target word that appears in text. **EE.L.M.7.5.B**
 - 3 The student can identify a word with the opposite meaning as a target word that appears in a short text. **EE.L.L.7.5.B**
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Students can produce writing for a range of purposes and audiences.

Writing: Text Types and Purposes

- 1 Write claims about topics or texts. A. Introduce a topic or text and write one claim about it. B. Write one or more reasons to support a claim about a topic or text. C. Use temporal words (e.g., first, next, also) to create cohesion. **EE.W.7.1**
- 2.a & d Write to share information supported by details: A. Introduce a topic and write to convey ideas and information about it including visual, tactual or multimedia information as appropriate. D. Select domain-specific vocabulary to use in writing about the topic. **EE.W.7.2.A & D**
- 3.a Write about events or personal experiences: Write a narrative about a real or imagined experience, at least one character, and two or more events. **EE.W.7.3.A**
 - 1 The student can write/draw/dictate about an event or personal experience, including at least one person/character and one action/happening. **EE.W.H.7.3.A**
 - 2 The student can provide details about one person/character or one action/happening that occurred during an event or personal experience, while preparing to write/communicate about it. **EE.W.M.7.3.A**
 - 3 The student can provide a detail (paired with a picture) about a person/character, while preparing to write/communicate about an event or personal experience. **EE.W.L.7.3.A**
- 3.c Write about events or personal experiences: Use temporal words (e.g., first, then, next) to signal order. **EE.W.7.3.C**
- 4 Produce writing that is appropriate for the task, purpose, or audience. **EE.W.7.4**
- 5 With guidance and support from adults and peers, plan before writing and revise own writing. **EE.W.7.5**
- 9 Use information from literary and informational text to support writing. A. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). B. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”). **EE.W.7.9**
- 10 Write routinely for a variety of tasks, purposes, and audiences. **EE.W.7.10**

Conventions of Standard English

- 2.a** Demonstrate understanding of conventions of Standard English: Use end punctuation when writing a sentence or question. **EE.L.7.2.A**
- 1 The student can identify which word/words should be capitalized in a sentence (first words and proper nouns) and/or choose the correct ending punctuation (period, question mark, or exclamation point). **EE.L.H.7.2.A**
 - 2 The student can identify capital letters and/or basic punctuation (periods and question marks). **EE.L.M.7.2.A**
 - 3 The student can differentiate if a sentence is a statement or a question. **EE.L.L.7.2.A**
- 2.b** Demonstrate understanding of conventions of Standard English: Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. **EE.L.7.2.B**
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Students can communicate for a range of purposes and audiences.

Speaking and Listening

- 1 Engage in collaborative discussions. A. Come to discussions prepared to share information. B. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. C. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. D. Acknowledge new information expressed by others in a discussion. **EE.SL.7.1**
- 2 Identify details related to the main idea of a text presented orally or through other media. **EE.SL.7.2**
- 3 Determine whether the claims made by a speaker are fact or opinion. **EE.SL.7.3**
 - 1 The student can determine whether the information provided by a speaker is based on fact or opinion. **EE.SL.H.7.3**
 - 2 The student can distinguish whether a piece of information shared by a speaker is a fact. **EE.SL.M.7.3**
 - 3 The student can select one or more details from information presented orally or through other media. **EE.SL.L.7.3**
- 4 Present findings on a topic including relevant descriptions, facts, or details. **EE.SL.7.4**
- 6 Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. **EE.SL.7.6**

Using Language

- 1.b Demonstrate Standard English grammar and usage when communicating: Produce complete simple sentences when writing or communicating. **EE.L.7.1B**
 - 3 Use language to achieve desired outcomes when communicating. **EE.L.7.3**
 - 1 The student can use language to communicate effectively with peers and adults (e.g., asking and answering questions, providing more information when someone does not understand the first time, sharing information, making requests, etc.). **EE.L.H.7.3**
 - 2 The student can use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language). **EE.L.M.7.3**
 - 3 The student can identify the correct use of language to communicate effectively with familiar people (e.g., sharing information, responding to greetings, being polite, and making simple requests, etc.). **EE.L.L.7.3**
 - 6 Use general academic and domain-specific words and phrases across contexts. **EE.L.7.6**
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Students can investigate topics and present information.

Research and Inquiry

- 2.b** Write to share information supported by details: Provide facts, details, or other information related to the topic. **EE.W.7.2.B**
- 1** The student can identify/list/organize facts, details, or other pieces of information to support a topic. **EE.W.H.7.2.B**
 - 2** The student can select facts, details, or other pieces of information that relate to a given topic. **EE.W.M.7.2.B**
 - 3** The student can select a fact, detail, or other piece of information that relates to a given topic. **EE.W.L.7.2.B**
- 3.d** Write about events or personal experiences: Use words that describe feelings of people or characters in the narrative. **EE.W.7.3.D**
- 1** The student can identify/use words to describe the feelings of people/characters in a text. **EE.W.H.7.3.D**
 - 2** The student can identify words or a phrase that describes the feelings of the people/characters in a text. **EE.W.M.7.3.D**
 - 3** The student can identify a word or phrase paired with a picture that describes the feelings of a person/character in a text. **EE.W.L.7.3.D**
- 6** Use technology, including the Internet, to produce writing to interact and collaborate with others. **EE.W.7.6**
- 7** Conduct research to answer a question based on multiple sources of information. **EE.W.7.7**
- 8** Identify quotes providing relevant information about a topic from multiple print or digital sources. **EE.W.7.8**
- 5** Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation. **EE.SL.7.5**