

Charts to Clarify 7th Grade Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

Source: COMMON CORE STATE STANDARDS ; <http://www.corestandards.org>

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Core Reading Standards for Seventh Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.	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.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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).
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
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.	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 .
5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	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 .
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	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.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
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. 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).
8. (Not applicable to literature)	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims .
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.	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.
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, 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.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range.

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.7.4 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.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___a. Explain the function of phrases and clauses in general and their functions in specific sentences. ___b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ___c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.*
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___a. Use a comma before a coordinating conjunction in a compound sentence. ___b. Spell correctly.
<input type="checkbox"/> 3. Make effective language choices.	___a. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.*
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/> 4. Determine word meanings (<i>based on grade 7 reading</i>).	___a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>belligerent, bellicose, rebel</i>). ___c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). ___d. Interpret various figures of speech (e.g., allegory) relevant to particular texts.
<input type="checkbox"/> 5. Understand word relationships.	___a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. ___b. Distinguish a word from other words with similar denotations but different connotations.
<input type="checkbox"/> 6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.	

* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades.

TEXT TYPES AND PURPOSES

- 1. Write arguments in which they:
 - a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim.
 - b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic.
 - c. Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence.
 - d. Sustain an objective style and tone.
 - e. Provide a concluding statement or section that follows logically from the argument.
- 2. Write informative/explanatory texts in which they:
 - a. Introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.
 - b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas.
 - d. Use precise language and sustain an objective style appropriate for a reader seeking information.
 - e. Provide a conclusion that follows logically from the information or explanation presented.
- 3. Write narratives in which they:
 - a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences.
 - b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details.
 - c. Use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events or experiences.
 - d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood.
 - e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.
- 6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.

RESEARCH TO BUILD KNOWLEDGE

- 7. Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.
- 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, avoiding plagiarism and following a standard format for citation.
- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
 - a. Apply *grade 7 reading standards* to literature (e.g., “Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).
 - b. Apply *grade 7 reading standards* to literary nonfiction (e.g., “Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached”).

RANGE OF WRITING

- 10. 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 tasks, purposes, and audiences.