



ELA PRIORITY AND SUPPORTING STANDARDS GRADE 7

List of Priority Standards as Shown on Report Card	Notes on Supporting Standards
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Reading: Literature			
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.		
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 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 supports standard 7.RL.2
		7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text supports standard 7.RL.2
		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) supports standard 7.RL.9
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	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 supports ALL standards
Reading: Informational Text			
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.		



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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 supports standard 7.RI.4
		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 supports standard 7.RI.2 and 7.RI.8
		7.RI.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) supports standard 7.RI.8
7.RI.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.		
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	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 supports ALL standards
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.		



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		7.W.4	<i>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.) supports standards 7.W.1, 7.W.2, and 7.W.3</i>
		7.W.5	<i>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.) supports standards 7.W.1, 7.W.2, and 7.W.3</i>
		7.W.6	<i>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources supports standards 7.W.1, 7.W.2, and 7.W.3</i>
		7.W.7	<i>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation supports standard 7.W.8</i>
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase; following a standard format for citation and avoiding plagiarism.		
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
		7.W.10	<i>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</i>



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			<i>range of discipline-specific tasks, purposes, and audiences supports standards 7.W.1, 7.W.2, and 7.W.3</i>
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Speaking and Listening

7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.		
7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.		
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
7.SL.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.		
		7.SL.5	<i>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points supports standard 7.SL.4</i>
		7.SL.6	<i>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) supports standard 7.SL.4</i>

Language

7.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
7.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		



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		7.L.6	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 supports standard 7.L.4