

Seventh Grade ELA Standards to be Addressed in the Second Quarter

Please see PARCC [Evidence Tables](#) for PARCC expectations

Please see PARCC [Framework](#) for PARCC Expectations

Standards in bold print will be tested on Q2 District Interim Test

Throughout the quarter students will cite evidence. Throughout the quarter students will analyze content.

Reading Standards for Literature	Reading Standards for Informational Text
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. WIDA. Highlight key language to cite textual evidence. Use a three-column graphic organizer to categorize textual evidence.
RL2. 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.	RI2. 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.
RL3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RI3. 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).
RL4. 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.	RI4. 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.
RL5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RI5. 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. WIDA. Identify and evaluate the text structure. Highlight text features with a partner.
RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI6. 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. WIDA. Create an anchor chart to help identify author's point of view/ purpose in a small group discussion.
RL7. 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).	RI7. 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).

RL8. Is not applicable to literature.	RI8. 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. WIDA. Use a two column chart to organize claims and reasons. Color code evidence using different color highlighters.
RL9. 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.	RI19. 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. WIDA. Use graphic organizers (Venn diagram, T-chart, and two-column notes) to support key information.

Writing Standards/Language Standards

Please see PARCC [Evidence Tables](#) for PARCC expectations

Throughout the quarter, students will 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.

Throughout the quarter students will study and apply grammar

Writing Standards	Language Standards
<p>W1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WIDA. Use graphic organizers (e.g., T-charts, Venn Diagrams, and story maps), two column notes for claims, word banks, and grading rubric. Discuss with a partner who have similar claims or counter arguments, and report to the class. Students could do a debate on claims.</p>	<p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <hr/> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>

<p>W4. 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.) WIDA. Use graphic organizers (e.g., T-charts, Venn Diagrams, and story maps), word banks, and grading rubric.</p>	<p>L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<p>W5. 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.) WIDA. Use a graphic organizer to implement writing process. Use grading rubric for peer editing paper.</p>	<p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>W6. 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. WIDA. Use different writing and typing process (e.g., planning, pre-writing, editing, and final draft).</p>	<p>W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. WIDA. Be able to locate resources: online, newspaper, library, books, interviews, magazines, and speakers. Give visual aid or worksheet for steps of investigation.</p>
<p>W8. 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. WIDA. Give different examples of cited sources. Create hands-on games to cite sources. After reading, use sentence frames to convey the information in their own words.</p>	<p>W9. Draw evidence from literary or informational texts to</p>

<p>support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “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”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “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”).</p> <p>WIDA. Highlight evidence with a partner to support particular points in the text. Use a Venn Diagram to help compare and contrast the text. Give sentence frames to help support their claim in their argument.</p>	<p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>L6. 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.</p>
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Speaking and Listening Standards	
Throughout the quarter students will conduct discussions	Throughout the quarter students will report findings
Comprehension and Collaboration	Presentation of Knowledge and Ideas
<p>SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p>SL4. 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</p>

<p>a. 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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. 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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>SL5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
<p>SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively and orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>SL6. 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.)</p>
<p>SL3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	