

Conventions of Standard English

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- M.2** Create varied sentences based on models
- N.1** Use parallel structure
- Y.5** Is it a complete sentence or a fragment?
- Y.6** Is it a complete sentence or a run-on?
- Z.5** Combine sentences using relative clauses
- BB.2** Use the pronoun that agrees with the antecedent
- BB.3** Identify vague pronoun references
- BB.4** Identify all of the possible antecedents
- BB.5** Correct inappropriate shifts in pronoun number and person
- CC.5** Use reflexive pronouns
- CC.7** Use relative pronouns: who and whom
- CC.8** Use relative pronouns: who, whom, whose, which, and that
- EE.1** Correct errors with subject-verb agreement
- EE.2** Correct errors with indefinite pronoun-verb agreement
- EE.3** Use the correct verb - with compound subjects
- FF.1** Irregular past tense: review
- FF.2** Simple past, present, and future tense: review
- FF.3** Identify and correct inappropriate shifts in verb tense
- FF.4** Form the progressive verb tenses
- FF.5** Form the perfect verb tenses
- GG.2** Order adjectives
- GG.4** Choose between adjectives and adverbs
- GG.5** Is the word an adjective or adverb?

- GG.6** Form and use comparative and superlative adjectives
- GG.7** Good, better, best, bad, worse, and worst
- GG.8** Form and use comparative and superlative adverbs
- GG.9** Well, better, best, badly, worse, and worst
- JJ.1** Use the correct pair of correlative conjunctions
- KK.1** Misplaced modifiers with pictures
- KK.2** Select the misplaced or dangling modifier
- KK.3** Are the modifiers used correctly?

L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

- Y.7** Is it a complete sentence, a fragment, or a run-on?
- Z.1** Is it a phrase or a clause?
- Z.2** Identify appositives and appositive phrases
- Z.3** Identify dependent and independent clauses
- FF.** Identify gerunds and their functions
- FF.** Identify infinitives and infinitive phrases
- HH.1** Identify prepositional phrases

L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- Z.4** Is the sentence simple, compound, complex, or compound-complex?

L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

- Z.5** Combine sentences using relative clauses
- KK.1** Misplaced modifiers with pictures
- KK.2** Select the misplaced or dangling modifier
- KK.3** Are the modifiers used correctly?

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- N.5** Correct errors with signs
- N.6** Correct errors in everyday use
- LL.1** What does the punctuation suggest?
- LL.2** Commas with nonrestrictive elements
- MM.1** Commas with series, dates, and places
- MM.2** Commas with compound and complex sentences
- MM.3** Commas with direct addresses, introductory words, interjections, and interrupters
- MM.5** Commas: review
- NN.1** Use semicolons and commas to separate clauses
- NN.2** Use semicolons, colons, and commas with lists
- OO.1** Use dashes
- OO.2** Use hyphens in compound adjectives
- OO.3** Decide whether ellipses are used appropriately
- PP.1** Correct capitalization errors
- PP.2** Capitalizing titles
- QQ.1** Formatting titles
- QQ.2** Formatting and capitalizing titles: review
- QQ.3** Formatting street addresses
- QQ.4** Formatting quotations and dialogue

L.7.2.a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

- MM.4** Commas with coordinate adjectives

L.7.2.b Spell correctly.

- N.3** Use the correct frequently confused word
- N.4** Correct errors with frequently confused words

- S.1 Use the correct homophone
 - AA.1 Form and use plurals: review
 - AA.4 Form the singular or plural possessive
 - AA.5 Identify and correct errors with plural and possessive nouns
 - FF.1 Irregular past tense: review
 - GG.6 Form and use comparative and superlative adjectives
 - GG.8 Form and use comparative and superlative adverbs
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Knowledge of Language

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- C.2 Which sentence is more formal?
- C.3 Compare passages for tone
- R.1 Choose the synonym
- R.2 Choose the antonym

L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- O.2 Remove redundant words or phrases
 - T.1 Describe the difference between related words
 - T.2 Positive and negative connotation
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Vocabulary Acquisition and Use

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4.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.

- E.3 Interpret the meaning of an allusion from its source
- E.5 Interpret figures of speech
- G.2 Vocabulary review: Read and understand informational passages
- S.2 Which definition matches the sentence?
- S.3 Which sentence matches the definition?
- V.1 Find words using context
- V.2 Determine the meaning of words using synonyms in context
- V.3 Determine the meaning of words using antonyms in context
- V.4 Use context to identify the meaning of a word
- W.1 Determine the meaning of domain-specific words with pictures

L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

- P.1 Words with pre-
- P.2 Words with re-
- P.3 Words with sub-
- P.4 Words with mis-
- P.5 Words with un-, dis-, in-, im-, and non-
- P.6 Words with -ful
- P.7 Words with -less
- P.8 Words with -able and -ible
- Q.1 Use Greek and Latin roots as clues to the meanings of words
- Q.2 Use words as clues to the meanings of Greek and Latin roots
- Q.3 Determine the meanings of Greek and Latin roots
- Q.4 Determine the meanings of words with Greek and Latin roots

L.7.4.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.

- X.2 Use guide words

- X.3 Use dictionary entries
- X.4 Use dictionary definitions
- X.5 Use thesaurus entries

L.7.4.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).

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

- E.3 Interpret the meaning of an allusion from its source
- E.5 Interpret figures of speech
- E.7 Analyze the effects of figures of speech on meaning and tone

L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

- R.1 Choose the synonym
- R.2 Choose the antonym
- U.1 Analogies
- U.2 Analogies: challenge
- V.2 Determine the meaning of words using synonyms in context
- V.3 Determine the meaning of words using antonyms in context

L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

- T.1 Describe the difference between related words
- T.2 Positive and negative connotation

L.7.6 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.

- G.2** Vocabulary review: Read and understand informational passages
- J.3** Transitions with conjunctive adverbs
- P.1** Words with pre-
- P.2** Words with re-
- P.3** Words with sub-
- P.4** Words with mis-
- P.5** Words with un-, dis-, in-, im-, and non-
- P.6** Words with -ful
- P.7** Words with -less
- P.8** Words with -able and -ible
- Q.1** Use Greek and Latin roots as clues to the meanings of words
- Q.2** Use words as clues to the meanings of Greek and Latin roots
- Q.3** Determine the meanings of Greek and Latin roots
- Q.4** Determine the meanings of words with Greek and Latin roots
- T.2** Positive and negative connotation
- V.1** Find words using context
- V.2** Determine the meaning of words using synonyms in context
- V.3** Determine the meaning of words using antonyms in context
- V.4** Use context to identify the meaning of a word
- W.1** Determine the meaning of domain-specific words with pictures

Key Ideas and Details

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- D.1 Compare and contrast in informational texts
- D.2 Match causes and effects in informational texts
- D.3 Match problems with their solutions
- G.3 Trace an argument
- H.1 Compare information from two texts
- K.4 Identify supporting details in informational texts

RI.7.2 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.

- A.1 Determine the main idea of a passage
- D.1 Compare and contrast in informational texts
- D.2 Match causes and effects in informational texts
- D.3 Match problems with their solutions
- G.1 Read and understand informational passages
- G.3 Trace an argument
- H.1 Compare information from two texts
- K.2 Distinguish facts from opinions
- K.4 Identify supporting details in informational texts

RI.7.3 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).

- D.1 Compare and contrast in informational texts

- D.2 Match causes and effects in informational texts
 - D.3 Match problems with their solutions
 - D.4 Identify text structures
 - G.1 Read and understand informational passages
 - G.3 Trace an argument
 - K.4 Identify supporting details in informational texts
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Craft and Structure

RI.7.4 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.

- E.3 Interpret the meaning of an allusion from its source
- E.5 Interpret figures of speech
- E.7 Analyze the effects of figures of speech on meaning and tone
- G.2 Vocabulary review: Read and understand informational passages
- S.2 Which definition matches the sentence?
- S.3 Which sentence matches the definition?
- T.2 Positive and negative connotation
- V.1 Find words using context
- V.2 Determine the meaning of words using synonyms in context
- V.3 Determine the meaning of words using antonyms in context
- V.4 Use context to identify the meaning of a word
- W.1 Determine the meaning of domain-specific words with pictures

RI.7.5 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.

- D.1 Compare and contrast in informational texts
- D.2 Match causes and effects in informational texts

- D.3 Match problems with their solutions
- D.4 Identify text structures
- G.3 Trace an argument
- J.2 Organize information by main idea

RI.7.6 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.

- C.1 Identify author's purpose
- G.3 Trace an argument
- H.1 Compare information from two texts

Integration of Knowledge and Ideas

RI.7.7 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).

RI.7.8 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.

- G.3 Trace an argument
- K.4 Identify supporting details in informational texts
- K.7 Classify logical fallacies

RI.7.9 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.

- H.1 Compare information from two texts
- H.2 Compare two texts with different genres

Range of Reading and Level of Text Complexity

RI.7.10 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.

- A.1** Determine the main idea of a passage
- G.1** Read and understand informational passages
- G.3** Trace an argument
- W.1** Determine the meaning of domain-specific words with pictures

Key Ideas and Details

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- B.1** Match the quotations with their themes
- B.2** Determine the themes of short stories
- F.1** Analyze short stories
- H.2** Compare two texts with different genres
- K.5** Identify supporting details in literary texts

RL.7.2 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.

- B.1** Match the quotations with their themes
- B.2** Determine the themes of short stories

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

- F.1** Analyze short stories

Craft and Structure

RL.7.4 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.

- E.3** Interpret the meaning of an allusion from its source
- E.5** Interpret figures of speech

- E.7 Analyze the effects of figures of speech on meaning and tone
- S.2 Which definition matches the sentence?
- S.3 Which sentence matches the definition?
- T.2 Positive and negative connotation
- V.1 Find words using context
- V.2 Determine the meaning of words using synonyms in context
- V.3 Determine the meaning of words using antonyms in context
- V.4 Use context to identify the meaning of a word

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- E.2 Identify the narrative point of view

Integration of Knowledge and Ideas

RL.7.7 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).

RL.7.9 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.

- H.2 Compare two texts with different genres

Range of Reading and Level of Text Complexity

RL.7.10 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.

- B.2** Determine the themes of short stories
- F.1** Analyze short stories
- H.2** Compare two texts with different genres

Text Types and Purposes

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

- C.1** Identify author's purpose
- J.2** Organize information by main idea
- K.2** Distinguish facts from opinions
- K.6** Identify counterclaims

W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- K.3** Choose evidence to support a claim
- K.4** Identify supporting details in informational texts
- K.5** Identify supporting details in literary texts
- K.7** Classify logical fallacies

W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

- J.3** Transitions with conjunctive adverbs
- JJ.1** Use the correct pair of correlative conjunctions

W.7.1.d Establish and maintain a formal style.

- C.2** Which sentence is more formal?

W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- D.1** Compare and contrast in informational texts
- D.2** Match causes and effects in informational texts
- D.3** Match problems with their solutions
- D.4** Identify text structures
- J.1** Order topics from broadest to narrowest
- J.2** Organize information by main idea

W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- K.2** Distinguish facts from opinions
- K.3** Choose evidence to support a claim
- K.4** Identify supporting details in informational texts
- K.5** Identify supporting details in literary texts
- K.7** Classify logical fallacies

W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

- J.3** Transitions with conjunctive adverbs
- JJ.1** Use the correct pair of correlative conjunctions

W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

- J.1** Order topics from broadest to narrowest
- T.1** Describe the difference between related words

T.2 Positive and negative connotation

W.1 Determine the meaning of domain-specific words with pictures

W.7.2.e Establish and maintain a formal style.

C.2 Which sentence is more formal?

W.7.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

E.2 Identify the narrative point of view

W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

E.1 Identify sensory details

W.7.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

J.3 Transitions with conjunctive adverbs

W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

C.3 Compare passages for tone

E.1 Identify sensory details

T.1 Describe the difference between related words

T.2 Positive and negative connotation

W.7.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- C.1** Identify author's purpose
- D.1** Compare and contrast in informational texts
- D.2** Match causes and effects in informational texts
- D.3** Match problems with their solutions
- D.4** Identify text structures
- J.1** Order topics from broadest to narrowest
- J.2** Organize information by main idea

W.7.5 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.

- J.2** Organize information by main idea
- N.1** Use parallel structure
- N.2** Remove redundant words or phrases
- N.4** Correct errors with frequently confused words
- N.5** Correct errors with signs
- N.6** Correct errors in everyday use
- N.7** Suggest appropriate revisions
- O.3** Identify plagiarism
- Y.5** Is it a complete sentence or a fragment?
- Y.6** Is it a complete sentence or a run-on?
- Y.7** Is it a complete sentence, a fragment, or a run-on?
- Z.5** Combine sentences using relative clauses

- AA.5** Identify and correct errors with plural and possessive nouns
- BB.3** Identify vague pronoun references
- BB.5** Correct inappropriate shifts in pronoun number and person
- EE.1** Correct errors with subject-verb agreement
- EE.2** Correct errors with indefinite pronoun-verb agreement
- FF.3** Identify and correct inappropriate shifts in verb tense
- KK.3** Are the modifiers used correctly?
- LL.2** Commas with nonrestrictive elements
- MM.5** Commas: review
- NN.1** Use semicolons and commas to separate clauses
- OO.3** Decide whether ellipses are used appropriately
- PP.1** Correct capitalization errors

W.7.6 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.

Research to Build and Present Knowledge

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 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 while avoiding plagiarism and following a standard format for citation.

- A.1** Determine the main idea of a passage
- K.3** Choose evidence to support a claim
- K.4** Identify supporting details in informational texts
- K.5** Identify supporting details in literary texts
- O.1** Recognize the parts of a Works Cited entry (MLA 8th edition)
- O.2** Use in-text citations (MLA 8th edition)
- O.3** Identify plagiarism

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9.a Apply grade 7 Reading standards 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").

- B.2** Determine the themes of short stories
- C.3** Compare passages for tone
- F.1** Analyze short stories
- H.2** Compare two texts with different genres
- K.5** Identify supporting details in literary texts

W.7.9.b Apply grade 7 Reading standards 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").

- D.1** Compare and contrast in informational texts
- G.1** Read and understand informational passages
- G.3** Trace an argument
- H.1** Compare information from two texts
- K.4** Identify supporting details in informational texts

Range of Writing

W.7.10 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 discipline-specific tasks, purposes, and audiences.