

Grade 7

Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.

- a Engage in collaborative discussions** [EE.SL.7.1.A](#)
 - i Come to discussions prepared to share information [EE.SL.7.1A.I](#)
 - ii With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions, and carry out assigned roles [EE.SL.7.1B.II](#)
 - iii Remain on the topic of the discussion when answering questions or making other contributions to a discussion [EE.SL.7.1C.III](#)

b Identify details related to the main idea of a text presented orally or through other media [EE.SL.7.2.B](#)

c Determine whether the claims made by a speaker are fact or opinion [EE.SL.7.3.C](#)

Prepare for formal presentations and use appropriate delivery techniques.

- a Present findings on a topic including relevant descriptions, facts, or details** [EE.SL.7.4.A](#)
- b Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation** [EE.SL.7.5.B](#)
- c 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.C](#)

Analyze the connections between interrelated literary elements to understand literary texts.

- a Analyze text to identify where information is explicitly stated and where inferences must be drawn** [EE.RL.7.1.A](#)
 - i Identify events in a text that are related to the theme or central idea [EE.RL.7.2.A.I](#)
 - ii Determine how two or more story elements are related [EE.RL.7.3.A.II](#)
- b Determine the meaning of simple idioms and figures of speech as they are used in a text** [EE.RL.7.4.B](#)
 - i Compare the structure of two or more texts (e.g., stories, poems, or dramas) [EE.RL.7.5.B.I](#)
 - ii Compare the points of view of two or more characters or narrators in a text [EE.RL.7.6.B.II](#)

c 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.C](#)

- i Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in an historical account [EE.RL.7.9.C.I](#)

d Demonstrate understanding of text while actively engaging in reading or listening to stories, dramas, and poetry [EE.RL.7.10.D](#)

Summarize and evaluate to show understanding of informational texts.

a Analyze text to identify where information is explicitly stated and where inferences must be drawn [EE.R.I.7.1.A](#)

- i Determine two or more central ideas in a text [EE.R.I.7.2.A.I](#)
- ii Determine how two individuals, events or ideas in a text are related [EE.R.I.7.3.A.II](#)

b Determine how words or phrases are used to persuade or inform a text [EE.R.I.7.4.B](#)

- i Determine how a fact, step, or event fits into the overall structure of the text [EE.R.I.7.5.B.I](#)
- ii Determine an author's purpose or point of view [EE.R.I.7.6.B.II](#)

c Compare a text to an audio, video or multimedia version of the same text [EE.R.I.7.7.C](#)

- i Determine how a claim or reason fits into the overall structure of an informational text [EE.R.I.7.8.C.I](#)
- ii Compare and contrast how different texts on the same topic present the details [EE.R.I.7.9.C.II](#)

d With support and scaffolding, read or listen to and comprehend literature and adapted texts including stories, dramas and poems in the 6-8 text complexity band.

Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

a Demonstrate knowledge of word meanings [EE.L.7.4.A](#)

- i Use context to determine which word is missing from a text [EE.L.7.4.A.I](#)
- ii Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking) [EE.L.7.4B.A.II](#)
- iii Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating [EE.L.7.4C.A.III](#)
- iv Access reference materials (i.e., dictionary, word prediction) to verify the meaning of the word or phrase. [EE.L.7.4.A.IV](#)

b Demonstrate understanding of word relationships and use EE.L.7.5.B

- i Identify the literal and nonliteral meaning of words in context EE.L.7.5A.B.I
 - ii Demonstrate understanding of synonyms and antonyms EE.L.7.5B.B.II
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c Use general academic and domain-specific words and phrases across contexts EE.L.7.6.C

Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.

a Write claims about topics or texts EE.W.7.1.A

- i Introduce a topic or text and write one claim about it EE.W.7.1A.A.I
 - ii Write one or more reasons to support a claim about a topic or text EE.W.7.1B.A.II
 - iii Use temporal words (first, next, also) to create cohesion EE.W.7.1C.A.III
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Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.

a Write to share information supported by details EE.W.7.2.A

- i Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate EE.W.7.2A.A.I
 - ii Provide facts, details, or other information related to the topic EE.W.7.2B.A.II
 - iii Select domain-specific vocabulary to use in writing about the topic EE.W.7.2D.A.III
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Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.

a Write about events or personal experiences EE.W.7.3.A

- i Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events EE.W.7.3A.A.I
 - ii Use temporal words (e.g., first, then, next) to signal order EE.W.7.3C.A.II
 - iii Use words that describe feelings of people or characters in the narrative EE.W.7.3D.A.III
 - iv Provide a conclusion about experiences or events. EE.W.7.3.A.IV
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Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

a Demonstrate standard English grammar and usage when communicating EE.L.7.1.A

- i Produce simple sentences when writing or communicating. EE.L.7.1.A.I
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b Demonstrate understanding of conventions of standard English EE.L.7.2.B

- i Use end punctuation when writing a sentence or question EE.L.7.2A.B.I
- ii Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns EE.L.7.2B.B.II

c Use language to achieve desired outcomes when communicating EE.L.7.3.C

i Use precise language as required to achieve desired meaning. EE.L.7.3.C.I

d Organize sentences on a topic in a logical order and following a particular style that is appropriate for the audience.

e With guidance and support from adults and peers, plan before writing and revise own writing EE.W.7.5.E

f Use technology, including the Internet, to produce writing to interact and collaborate with others.

g Write routinely for a variety of tasks, purposes, and audiences EE.W.7.10.G

Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.

a Conduct research to answer a question based on multiple sources of information EE.W.7.7.A

b Identify quotes providing relevant information about a topic from multiple print or digital sources EE.W.7.8.B

c Use information from literary and informational text to support writing EE.W.7.9.C

i Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”) EE.W.7.9A.C.I

ii 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.7.9B.C.II