

Seventh Grade – California Common Core State Standards – English Language Arts

(In the space provided, list the name of the unit in which the standard will be taught. Ex. Unit 1)



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| <p>ELA Instructional Shifts</p> <ol style="list-style-type: none"> Building knowledge through content rich non-fiction Reading, Writing, & Speaking grounded in evidence from text both literary and non-fiction Engage with complex text and its academic vocabulary | <p>SBAC Claims</p> <ol style="list-style-type: none"> Students can read closely and critically to comprehend a range of increasingly complex literary and information texts. Students can produce effective and well-grounded writing for a range of purpose and audiences. Students can employ effective speaking and listening skills for a range of purpose and audiences Students can engage in research and inquiry to investigate topics, and to analyze, integrate and present information |
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Reading Standards for Literature K (RL)

Key Ideas & Details

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| 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 developments over the course of the text; provide an objective summary of the text. | | | | | | | | | | | |
| 3. Analyze how particular lines elements of a story or drama interact (e.g., how setting shapes the characters plot). | | | | | | | | | | | |

Craft & Structure

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| 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., <i>alliteration</i>) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4-6 on page 50 for additional expectations.) | | | | | | | | | | | |
| 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | | | | | | | | | | | |
| 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | | | | | | | | | | | |

Integration of Knowledge & Ideas

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| 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). | | | | | | | | | | | |
| 8. (Not applicable to literature) | | | | | | | | | | | |
| 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 | | | | | | | | | | | |

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| of fiction use or alter history. | | | | | | | | | | | |
| Range of Reading 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 | | | | | | | | | | | |
| Reading Standards for Informational Text K (RI) | | | | | | | | | | | |
| Key Ideas & 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. | | | | | | | | | | | |
| 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 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 & Structure | | | | | | | | | | | |
| 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. (See grade 7 Language standards 4-6 on page 50 for additional expectations.) | | | | | | | | | | | |
| 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. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | | | | | | | | | | | |
| 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 & Ideas | | | | | | | | | | | |
| 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). | | | | | | | | | | | |

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| 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. 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. | | | | | | | | | | | |
| <i>Range of Reading and Level of Text Complexity</i> | | | | | | | | | | | |
| 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. | | | | | | | | | | | |
| <i>Writing Standards K (W)</i> | | | | | | | | | | | |
| <i>Text Types & Purposes</i> | | | | | | | | | | | |
| 1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce a claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. | | | | | | | | | | | |
| 1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | | | | | | |
| 2. Write informative/explanatory texts to examine a topic and convey ideas, | | | | | | | | | | | |

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| <p>concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | | | | | | | | | | |
| <i>Production & Distribution of Writing</i> | | | | | | | | | | |
| 4. 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.) | | | | | | | | | | |
| 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.) | | | | | | | | | | |
| 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. | | | | | | | | | | |
| <i>Research to Build & Present Knowledge</i> | | | | | | | | | | |
| 7. Conduct short focused research projects to answer a question, drawing on several sources and generating additional related, 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 | | | | | | | | | | |

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| or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | | | | | | | | | | |
| 9. Draw evidence from literary or informational text to support analysis, reflection and research. <ul style="list-style-type: none"> 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 historical account of the same period as a means of understanding how authors of fiction use or alter history”). 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”). | | | | | | | | | | | |
| 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 discipline-specific tasks, purposes, and audiences. | | | | | | | | | | | |
| Speaking & Listening Standards K (SL) | | | | | | | | | | | |
| Comprehension & Collaboration | | | | | | | | | | | |
| 1. 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. <ul style="list-style-type: none"> 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views. | | | | | | | | | | | |
| 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 | | | | | | | | | | | |

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| topic, text, or issue under study. | | | | | | | | | | | |
| 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | | | | | | | | | | | |
| Presentation of Knowledge & Ideas | | | | | | | | | | | |
| 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation. a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. | | | | | | | | | | | |
| 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | | | | | | | | | | |
| 6. 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 on page 52 for specific expectations.) | | | | | | | | | | | |
| Language Standards K (L) | | | | | | | | | | | |
| Conventions of Standard English | | | | | | | | | | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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, recognizing and correcting misplaced and dangling modifiers.* | | | | | | | | | | | |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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>). | | | | | | | | | | | |

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| b. Spell correctly. | | | | | | | | | | | |
| Knowledge of Language | | | | | | | | | | | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | | | | | | | | | | | |
| Vocabulary Acquisition and Use | | | | | | | | | | | |
| 4. 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. 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. 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>). 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 or trace the etymology of words . 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). | | | | | | | | | | | |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/ antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotation (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). | | | | | | | | | | | |
| 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. | | | | | | | | | | | |



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BOLD FONT INDICATES CALIFORNIA'S 15%