SEVENTH GRADE
Reading Standards for the Archdiocese of Detroit

LITERATURE	
Key Ideas and Details	
R.L.7.1	• Read closely to determine what the text says explicitly and to make logical inferences from it;
R.L.71a	• Cite specific textual evidence when writing or speaking to support conclusions drawn from the text
R.L.7.2	• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.L.7.3	• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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;
R.L.7.4a	• 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.
R.L.7.5	• Analyze how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning.
R.L.7.6	• Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
R.L.7.7	• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R.L.7.8	• Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
R.L.7.9	• 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).
R.L.7.10	• 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.
R.L.7.11	• Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.
R.L.7.12	• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (e.g., compare/contrast a fictional portrayal of a time, place or a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history).
Range of Reading and Level of Text Complexity	
IINFORMATIONAL TEXT	

Key Ideas and Details	
R.I.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.
R.I.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.
R.I.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).
Craft and Structure	
R.I.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.
R.I.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.
R.I.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.
Integration of Knowledge and Ideas	
R.I.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).
R.I.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.
R.I.7.9	• Analyze how two or more authors that are writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity	
R.I.7.10	• Independently monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing.
R.I.7.10a	• Use reading strategies specific to informational text which focus on using features of the text (ex. headings, bold type, captions, pictures, etc.).
R.I.7.11	• Plan, monitor, regulate, and evaluate skills, strategies, and processes for independent reading comprehension by applying appropriate metacognitive skills (ex. SQ3R, pattern guides, process of reading guides).
R.I. 7.12	• Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts, independently and proficiently, at the seventh grade text complexity level.

WRITING	
Text Types and Purposes	
W.7.1	• Write arguments to support claims with clear reasons and relevant evidence.
W.7.1a	• Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1b	• Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1c	• Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.
W.7.1d	• Establish and maintain a formal style.
W.7.1e	• Provide a concluding statement or section that flows from and supports the argument presented.
W.7.2	• Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content.
W.7.2a	• 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 aid comprehension.
W.7.2b	• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2c	• Use appropriate transitions to create cohesion and clarify the relationships between ideas and concepts.
W.7.2d	• Use precise language and domain-specific vocabulary to inform or explain the topic.
W.7.2e	• Establish and maintain a formal style.
W.7.2f	• Provide a concluding statement or section that flows from and supports the information or explanation presented.
W.7.3	• Write narratives pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences (ex. myth, memoir, mystery)
W.7.3a	• Build foundation for the audience by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3b	• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
W.7.3c	• Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3d	• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e	• Provide a conclusion that flows from and reflects on the narrated experiences or events.
W.7.4	• Write personal experience essays for an authentic audience that includes organizational patterns that support key ideas.
W.7.5	• Write a research report for an authentic audience that includes appropriate organizational patterns (problem statement and solution, position statement and supporting evidence, compare and contrast) descriptive language.
W.7.6	• Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings.
W.7.7	• Formulate research questions using multiple resources and perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a presented final project incorporating Catholic social teachings.

Production and Distribution of Writing

W.7.8	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.9	• With guidance and support from peers and adults, as well as independently, 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.
W.7.10	• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

W.7.11	• Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.7.12	• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.7.13	• Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.13a	• Identify examples that 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.
W.7.13b	• Identify examples that 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

W.7.10	• Build endurance by writing over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.

Handwriting

W.7.11	• Use cursive writing to write legibly across all content areas.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.7.1	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1a	• 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.
SL.7.1b	• Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1c	• 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.
SL.7.1d	• Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	• 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 topic, text, or issue under study.
SL.7.3	• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4	• 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.
SL.7.5	• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Oral Prayer

SL.7.7	• Engage in daily spoken prayers while maintaining appropriate posture, gestures, and eye contact.

LANGUAGE

Conventions of Standard English

L.7.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1a	• Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b		• Choose between simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1c		• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2	• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
L.7.2a		• Use a comma to separate coordinate adjectives.
L.7.2b		• Spell grade appropriate words correctly, consulting references where needed.
L.7.3	Diagram sentences including modifiers and verbals.	
L.7.4	Use style conventions (MLA) and a variety of grammatical structures in writing.	

Knowledge of Language

L.7.5	• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.7.5a		• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisitions and Use

L.7.6	• 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.7.6a		• Use context as a clue to the meaning of a word or phrase.
L.7.6b		• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
L.7.6c		• Consult both print and digital reference materials to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.
L.7.6d		• Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
L.7.7	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.7.7a		• Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.7b		• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.7c		• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
L.7.8	• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at or	

| | | above the current grade level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |