

Seventh Grade - Reading Standards for Literary Text

CCRS STANDARD	AASL Standard Crosswalk	Librarian teaches	Librarian Collaborates	Lesson Notes/Tools
Key Ideas and 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. [RL.7.1]	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.3.1 Respect copyright/intellectual property rights of creators and producers.			
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. [RL.7.2]	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.			
3.) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.			
Craft and Structure				
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	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			

repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. [RL.7.4]				
5.) Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
6.) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.4.4 Interpret new information based on cultural and social context.			
Integration of Knowledge and Ideas				
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.7.7]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			

<p>8.) 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. [RL.7.9]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>			
<p>Range of Reading and Level of Text Complexity</p>				
<p>9.) 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. [RL.7.10]</p>	<p>We support this via our collection.</p>			

Reading Standards for Informational Text

Key Ideas and Details

<p>10.) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p>			
<p>11.) 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. [RI.7.2]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
<p>12.) 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). [RI.7.3]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>			

Craft and Structure

<p>13.) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to</p>			
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<p>impact of a specific word choice on meaning and tone. [RI.7.4]</p>	<p>needs, importance, and social and cultural context.</p>			
<p>14.) 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. [RI.7.5]</p>				
<p>15.) 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. [RI.7.6]</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
<p>Integration of Knowledge and Ideas</p>				
<p>16.) 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.7.7]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			

	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>			
<p>17.) 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. [RI.7.8]</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw</p>			

	<p>conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>			
<p>18.) 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. [RI.7.9]</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to</p>			

	<p>information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>			
Range of Reading and Level of Text Complexity				
19.) 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. [RI.7.10]	We support this via our collection.			

Writing Standards

Text Types and Purposes

<p>20.) Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]</p>				
<p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. [W.7.1a]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life</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. [W.7.1b]</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the</p>			

	<p>collection of superficial facts.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p>			
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
d. Establish and maintain a formal style. [W.7.1d]				
e. Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e]	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular</p>			

	<p>areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion</p>			
21.) Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]				
<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas,</p>			

	<p>conflicting information, and point of view or bias.</p> <p>2.1.2 Organize knowledge so that it is useful.</p>			
<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]</p>	<p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>			
<p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]</p>				
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>			

e. Establish and maintain a formal style. [W.7.2e]				
f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f]	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>			
22.) 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, characters, or both; organize an event sequence that unfolds naturally and logically. [W.7.3a]				

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.7.3b]				
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.7.3c]				
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.7.3d]				
e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.7.3e]	2.3.3 Use valid information and reasoned conclusions to make ethical decisions			
Production and Distribution of Writing				
23.) 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 20-22 above.) [W.7.4]	3.3.4 Create products that apply to authentic, real-world contexts.			
24.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,	1.1.9 Collaborate with others to broaden and deepen understanding.			

<p>or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.7.5]</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p>			
<p>25.) 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. [W.7.6]</p>	<p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p>			

	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>			
Research to Build and Present Knowledge				
<p>26.) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. [W.7.7]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p>			

	<p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and</p>			
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	displaying a willingness to go beyond academic requirements.			
27.) 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. [W.7.8]	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p>			

	3.1.6 Use information and technology ethically and responsibly			
28.) Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9]				
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"). [W.7.9a]	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
b. Apply <i>Grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and	1.1.6 Read, view, and listen for information presented in			

<p>specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). [W.7.9b]</p>	<p>any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>			
RANGE OF WRITING				
<p>29.) Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular</p>			

	areas, real world situations, and further investigations. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.			
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Speaking and Listening Standards

Comprehension and Collaboration

<p>30.) 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. [SL.7.1]</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. [SL.7.1a]</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings,</p>			

	<p>draw conclusions, and create new knowledge.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>			
<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]</p>	<p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</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. [SL.7.1c]</p>	<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p>			
<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]</p>	<p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and</p>			

	<p>by contributing questions and ideas during group discussions.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p>			
<p>31.) 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.7.2]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>			
<p>32.) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. [SL.7.3]</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			

	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			
Presentation of Knowledge and Ideas				
<p>33.) 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.7.4]</p>	<p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>			
<p>34.) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p>			

	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p>			
<p>35.) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations.) [SL.7.6]</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively</p>			

Language Standards

Conventions of Standard English

36.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]

a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)

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

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

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

37.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [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). [L.7.2a]

b. Spell correctly. [L.7.2b]

Knowledge of Language				
<p>38.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3]</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a]</p>				
Vocabulary Acquisition and Use				
<p>39.) 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]</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. [L.7.4a]</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). [L.7.4b]</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. [L.7.4c]</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). [L.7.4d]</p>				
<p>40.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]</p>				

<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a]</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). [L.7.5c]</p>			
<p>41.) 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. [L.7.6]</p>			

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The Alabama Course of Study can be found at http://alex.state.al.us/staticfiles/2010_Alabama_English_Language_Arts_Course_of_Study.pdf.

The Quality Core crosswalk to the Alabama 2010 ELA COS is located at: <http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/QC%20to%2010%20revised.pdf>

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