

ELA Standards Scope and Sequence, Grade 7

Quarter	1		2		3		4	
Unit	1	2	3	4	5	6	7	8
Reading	Literature 1L, 2L 5L	Information 1I, 2I 5I	Literature 1L, 2L 6L, 7I	Information 1I, 2I 6I, 7I 8I	Literature 1L, 2L, 3L 4L, 9L	Information 1I, 2I, 3I 4I, 9I	Literature 1L 5L	Information 1I 5I 8I
Range of Reading and Level of Text Complexity – Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.								
Writing	Informative/ Explanatory 2 4, 5 9	Informative/ Explanatory 2 4, 5, 6 8, 9	Argument 1 4, 5 7, 8, 9	Argument 1 4, 5, 6 7, 8, 9	Narrative 3 4, 5	Narrative 3 4, 5, 6	Argument 1 4, 5 7, 8, 9	Argument 1 4, 5, 6 7, 8, 9
Range of Writing – Standard 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 tasks, purposes, and audiences.								
Language	1, 2 3 5, 6	1, 2 3 4, 6	1, 2 5, 6	1, 2 4, 6	1, 2 5, 6	1, 2 4, 6	1, 2 5, 6	1, 2 4, 6

College and Career Readiness Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness Anchor (CCRA) standards below by number. The CCRA and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

These standards should be incorporated across all units.

Grade 7 - Quarter: 1

Unit 1

Reading: Literature

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.

RL.7.2: Analyze literary text development.

a. Determine a theme of a text and analyze its development over the course of the text.

b. Incorporate the development of a theme and other story details into an objective summary of the text.

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

Writing: Informative/Explanatory

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

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.

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

Language

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

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

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

L.7.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Grade 7 - Quarter: 1

Unit 2

Reading: Informational Text

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.

RI.7.2: Analyze informational text development.

- a. Determine two or more central ideas in a text and analyze their development over the course of the text.
- b. Provide an objective summary of the text that includes the central ideas and their development.

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.

Writing: Informative/Explanatory

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

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.

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.

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.

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

Language

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

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

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

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.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Grade 7 - Quarter: 2

Unit 3

Reading: Literature

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.

RL.7.2: Analyze literary text development.

a. Determine a theme of a text and analyze its development over the course of the text.

b. Incorporate the development of a theme and other story details into an objective summary of the text.

RL.7.6: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.

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).

Writing: Argument

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

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

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.

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.

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

Language

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

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

L.7.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Grade 7 - Quarter: 2

Unit 4

Reading: Informational Text

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.

RI.7.2: Analyze informational text development.

a. Determine two or more central ideas in a text and analyze their development over the course of the text.

b. Provide an objective summary of the text that includes the central ideas and their development.

RI.7.6: Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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.

Writing: Argument

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

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

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.

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.

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.

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

Language

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

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

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.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Grade 7 - Quarter: 3

Unit 5

Reading: Literature

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.

RL.7.2: Analyze literary text development.

a. Determine a theme of a text and analyze its development over the course of the text.

b. Incorporate the development of a theme and other story details into an objective summary of the text.

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

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 specific language choices, such as sensory words or phrases, on meaning and tone, including 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.

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.

Writing: Narrative

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

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.

Language

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

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

L.7.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Grade 7 - Quarter: 3

Unit 6

Reading: Literature

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.

RI.7.2: Analyze informational text development.

- a. Determine two or more central ideas in a text and analyze their development over the course of the text.
- b. Provide an objective summary of the text that includes the central ideas and their development.

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).

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.

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.

Writing: Argument

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

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.

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.

Language

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

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

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.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Grade 7 - Quarter: 4

Unit 7

Reading: Literature

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.

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

Writing: Argument

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

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

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.

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.

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

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L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Grade 7 - Quarter: 4

Unit 8

Reading: Informational Text

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.

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.

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.

Writing: Argument

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

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L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).