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Grade 7 Massachusetts Curriculum Framework for English Language Arts & Literacy

TIMELINE:	September	October	November	December	January	February	March	April	May	June
MA 2017 ELA & Literacy Framework **(Grade 7)**										
Reading Standards for Literature Grade 7										
KEY IDEAS AND DETAILS										
RL7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	✓	✓					✓	✓	✓	✓
RL7.2 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.	✓	✓					✓	✓	✓	
RL7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓	✓				✓	✓	✓	✓	
CRAFT AND STRUCTURE										
RL7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL7.5 Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g. the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).					✓	✓	✓			✓
RL7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓	✓			✓	✓				✓
INTEGRATION OF KNOWLEDGE AND IDEAS										
RL7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	✓	✓			✓	✓	✓			✓

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RL7.8 (Not applicable)										
RL7.9 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.					✓	✓		✓	✓	
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY										
RL7.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Standards for Informational Text Grade 7										
KEY IDEAS AND DETAILS										
RI7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.		✓	✓	✓	✓	✓		✓	✓	
RI7.2 Determine a text's central idea(s)and analyze its/their development over the course of the text; provide an objective summary of the text.		✓	✓	✓	✓	✓		✓	✓	
RI7.3 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										
RI7.4 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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RI7.5 Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g. headings) contribute to the whole and to the development of the ideas.		✓	✓	✓						
RI7.6 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										
RI7.7 Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).			✓	✓				✓	✓	
RI7.8 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.				✓				✓	✓	
RI7.9 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.			✓	✓	✓	✓				
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY										
RI7.10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Writing Standards Grade 7										
TEXT TYPES AND PURPOSES										
W7.1 Write arguments (e.g. essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. b. Support claim(s) 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 claim(s), reasons, and evidence. d. Establish and maintain a style appropriate to audience and purpose (e.g. formal for academic writing). e. Provide a concluding statement or section that follows from and supports the argument presented.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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W7.2 Write informative/explanatory texts (essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		✓	✓							

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W7.3 Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes emotion, to capture action, and to convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.					✓	✓		✓	✓	
PRODUCTION AND DISTRIBUTION OF WRITING										
W7.4 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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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W7.5 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. a. Demonstrate command of standard English conventions. b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W7.6 Use technology, including current web-based communication products, 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RESEARCH TO BUILD AND PRESENT KNOWLEDGE										
W7.7 Conduct short, as well as more sustained, research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			✓	✓						
W7.8 When conducting research, 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.		✓	✓	✓						
W7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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RANGE OF WRITING										
W7.10 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 and Listening Standards Grade 7										
COMPREHENSION AND COLLABORATION										
SL7.1 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. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL7.2 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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SL7.3 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										
SL7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.										
SL7.6 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.)							✓			✓

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Language Standards Grade 7										
CONVENTIONS OF STANDARD ENGLISH										
L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. *Sentence Structure, Variety, and Meaning* **a.** Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity. **b.** Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).[1] **c.** Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases. **d.** Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.[17]	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). **b.** Spell correctly, recognizing that some words have commonly accepted variations (e.g. donut/doughnut).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

[1] These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the Grades 6–12 resource section in this Framework.

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KNOWLEDGE OF LANGUAGE										
L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
VOCABULARY ACQUISITION AND USE										
L7.4 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. 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., *belligerent*, *bellicose*, *rebel*). 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. 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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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L7.5 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 denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research and gather vocabulary knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓