English Language Arts Benchmarks for Grade 7

Reading Standards for Literature
Strand: *Key Ideas and Details (KID)*
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cite several pieces of evidence from a story, drama, or poem to support the explicit meaning of the text
Cite several pieces of evidence to support an inference drawn from a story, drama, or poem
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.
Infer a theme or central idea based on key details in a story, drama, or poem
Describe the development of a theme over the course of a story, drama, or poem
Create an objective summary of a story, drama, and poem
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Describe the interaction of the literary elements of setting, characters, and plot in a story or drama
Strand: *Craft and Structure (CAS)*
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., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem
Determine the meaning of words and phrases that are used connotatively in a story, drama, or poem
Relate the author's use of repetition of sounds to the meaning of a chapter, scene, or stanza in a story, drama, or poem
Determine the meaning of words and phrases that are used in a story, drama, or poem
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Analyze how an author's use of structure contributes to the meaning of a drama or poem

6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Compare and contrast the points of view of different characters or narrators in a story, drama, or poem
Describe the changes in the point of view of different characters over the course of a story, drama, or poem
Strand: *Integration of Knowledge and Ideas (IKI)*
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).
Distinguish between the effects of reading a text with those of listening or viewing the same story, drama, or poem
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.
Compare and contrast a fictional portrayal of a time, setting, or character in a story, drama, or poem with a historical account of the same period
Reading Standards for Informational Text
Strand: Key Ideas and Details (KID)
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cite several pieces of evidence from a multiparagraph informational text to support the explicit meaning of the text
Cite several pieces of evidence to support an inference drawn from a multiparagraph informational 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.
Determine two or more key ideas of a multiparagraph informational text by using sufficient evidence
Describe the development of two or more key ideas over the course of a multiparagraph informational text
Create an objective summary of a multiparagraph informational 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).

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Analyze the interaction of individuals, ideas, and events in a multiparagraph informational text
Strand: Craft and Structure (CAS)
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.
Determine the meaning of words and phrases that are used figuratively in an informational text
Determine the meaning of words and phrases that have connotative meanings in an informational text
Determine the meaning of words and phrases that have technical meanings in an informational text
Analyze the impact of word choice on the meaning and tone of an informational text
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.
Analyze how the organizational structure of an informational text contributes to the meaning of the whole text
Analyze how the organizational structure of an informational text contributes to the development of ideas
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.
Explain an author's point of view or purpose in an informational text
Analyze how an author's point of view or purpose is different from others presented in an informational text
Strand: Integration of Knowledge and Ideas (IKI)
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).
Compare and contrast the portrayal of a subject in an informational text and another medium
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.
Evaluate an argument using specific details in an informational text
Cite claims in support of an argument presented in an informational

text
Evaluate the specific claims of an argument as presented in an informational text
Evaluate whether the reasoning used to support specific claims in an informational text is sound
Evaluate whether the evidence used to support specific claims in an informational text is relevant and sufficient
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.
Analyze how two or more authors writing about the same topic in an informational text use the same or different evidence to support their conclusions
Compare and contrast the interpretations of facts presented by two or more authors writing about the same topic in an informational text
Writing Standards
Strand: Text Types and Purposes (TTP)
1. Write arguments to support claims with clear reasons and relevant evidence.
Introduce claim(s) when writing an argumentative essay
Address alternate or opposing claims when writing an argumentative essay
Organize reasons and evidence logically when writing an argumentative essay
Cite logical reasons and relevant evidence to support claims when writing an argumentative essay
Use accurate, credible sources when writing an argumentative essay
Write accurately about a topic or text when writing an argumentative essay
Use words, phrases, and clauses to create cohesion when writing an argumentative essay
Use transitions to clarify the relationships among claim(s), reasons, and evidence when writing an argumentative essay
Maintain a formal style when writing an argumentative essay
Write a concluding statement or section that follows from and supports an argument when writing an argumentative essay
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,

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and analysis of relevant content.
Introduce a topic when writing an informative/explanatory text by previewing what is to follow
Use strategies to organize ideas, concepts, and information when writing an informative/explanatory text
Use a variety of methods to aid comprehension when writing an informative/explanatory text
Develop a topic with relevant information and examples when writing an informative/explanatory text
Use appropriate transitions to create cohesion when writing an informative/explanatory text
Use appropriate transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text
Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text
Maintain a formal style when writing an informative/explanatory text
Write a concluding statement or section that follows from and supports the information when writing an informative/explanatory text
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Introduce a narrator and/or characters when writing a narrative
Organize an event sequence that unfolds naturally and logically when writing a narrative
Orient the reader by establishing a context and point of view when writing a narrative
Develop experiences, events, and/or characters when writing a narrative
Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative
Use a variety of transition words, phrases, and clauses to signal shifts from one time frame or setting to another when writing a narrative
Use appropriate words and phrases to convey experiences and events when writing a narrative
Write a conclusion that follows from and reflects on the narrated events when writing a narrative
Strand: Production and Distribution of Writing (PDW)
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 Writing Standards 1–3.)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
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.)
Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Strengthen writing as needed by focusing on the appropriateness of writing for its purpose and audience
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.
Use technology to produce and publish writing
Use technology to link to and cite sources when producing and publishing writing
Use technology to collaborate with others when producing and publishing writing
Strand: Research to Build and Present Knowledge (RBK)
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Conduct short research projects to answer a question
Generate additional questions for future research investigations by using several sources of information
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.
Gather relevant information from multiple print and digital sources for use in a short research project
Gather information for a short research project by using search terms effectively

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Evaluate the credibility and accuracy of each source of information considered for use in a short research project
Quote sources of information appropriately to avoid plagiarism in a short research project
Paraphrase sources of information to avoid plagiarism in a short research project
Use a standard format for the citation of sources in a short research project
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Use Reading Standards for Literature to support analysis, reflection, and research for a short research project
Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project
Speaking and Listening Standards
Strand: Comprehension and Collaboration (CAC)
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.
Prepare for group discussion by reading or researching material under study
Provide evidence about a topic based on preparation during a group discussion
Follow rules established for a collegial group discussion
Track progress toward specific goals and deadlines in a group discussion
Define individual roles as needed in a group discussion
Ask questions that elicit elaboration in a group discussion
Respond to others' questions and comments with relevant ideas in a group discussion
Focus a group on a topic during a group discussion
Acknowledge group members who share new information during a group discussion
Evaluate one's own views in light of the evidence presented in group discussion
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.
Relate main ideas presented in diverse media and formats to supporting details presented orally
Explain how ideas presented in diverse media and formats clarify a topic presented orally
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Describe the specific claims that support an argument in a presentation
Evaluate the soundness of reasoning presented by a speaker
Evaluate the relevance of evidence presented by a speaker
Strand: Presentation of Knowledge and Ideas (PKI)
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.
Present claims and findings in an oral presentation to emphasize important points
Present claims and findings in an oral presentation by including pertinent descriptions, facts, details, and examples
Use appropriate eye contact, volume, and pronunciation when presenting orally
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Present claims and findings by including multimedia components and visual displays in an oral presentation
Emphasize important points in an oral presentation by including multimedia components and visual displays
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 for specific expectations.)
Adapt a speech to a variety of contexts and tasks
Use formal English in an oral presentation when it is appropriate to the task and situation

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Language Standards
Strand: *Conventions of Standard English (CSE)*
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Define the general function of phrases and clauses
Explain the function of phrases and clauses in particular sentences
Relate ideas by using appropriate simple, compound, complex, and compound-complex sentences when writing or speaking
Use phrases and clauses correctly within a sentence when writing or speaking
Edit writing with misplaced and dangling modifiers
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use a comma to separate coordinate adjectives when writing
Spell grade-appropriate words correctly when writing
Strand: *Knowledge of Language (KOL)*
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Convey ideas precisely and concisely using chosen language when writing
Convey ideas precisely and concisely by eliminating language when writing
Strand: *Vocabulary Acquisition and Use (VAU)*
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.
Determine the meaning of a word or phrase by using a range of strategies
Determine the meaning of a word by using common Greek or Latin affixes and roots as clues
Find the pronunciation of a word by consulting general and specialized reference materials
Clarify a word's precise meaning by consulting general and specialized reference materials
Clarify the part of speech of a word in context by consulting general and specialized reference materials

Verify the preliminary determination of the meaning of a word or phrase using strategies
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Interpret figures of speech in context when presented orally or in writing
Determine the meaning of words when compared to selected words
Distinguish among connotative and denotative words that are presented orally or in writing
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.
Use general academic words and phrases accurately
Use domain-specific words and phrases accurately
Apply vocabulary knowledge when considering which word or phrase to use for comprehension or expression