

Grade 7

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Grade 7

Writing

Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 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.
- 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 aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

- 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 adults and peers*, 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.

Research to Build and Present Knowledge

- 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 in Writing

- W.7.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- W.7.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives.
 - Spell correctly.

Range of Writing

- W.7.10 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.

Grade 7

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.
- 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.
 - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 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.
 - 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 when indicated or appropriate.

Language in Speaking and Listening

- SL.7.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
- SL.7.7.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- SL.7.7.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- SL.7.7.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- SL.7.8 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.

Grade 7

Reading: Literature

Key Ideas and Details

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

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; 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.
- RL.7.5 Analyze how a drama's or poem's form or structure contributes to its meaning.
- RL.7.6 Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

- 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).
- RL.7.8 Not applicable for literature
- 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.

Language in Reading: Literature

- RL.7.10 Use knowledge of language and its conventions when reading to aid comprehension.
- RL.7.11 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.
- RL.7.11.a Use context as a clue to the meaning of a word or phrase.
- RL.7.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- RL.7.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- RL.7.11.d Verify the preliminary determination of the meaning of a word or phrase.
- RL.7.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.7.12.a Interpret figures of speech in context.
- RL.7.12.b Use the relationship between particular words to better understand each of the words.
- RL.7.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Level of Text

- RL.7.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.

Grade 7

Reading: Informational

Key Ideas and Details

- 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 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.7.3 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

- 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.7.5 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.7.6 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

- 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.
- 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.

Language in Reading: Informational

- RI.7.10 Use knowledge of language and its conventions when reading to aid comprehension.
- RI.7.11 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.
- RI.7.11.a Use context as a clue to the meaning of a word or phrase.
- RI.7.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- RI.7.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- RI.7.11.d Verify the preliminary determination of the meaning of a word or phrase.
- RI.7.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RI.7.12.a Interpret figures of speech in context.
- RI.7.12.b Use the relationship between particular words to better understand each of the words.
- RI.7.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Level of Text

- RI.7.13 Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 7.

Grade 7 Writing

W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 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 formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Defend an argument using relevant evidence to support their claim. • Use relevant and credible textual evidence to support their claim. • Acknowledge opposing viewpoints. • Maintain a formal style of writing, including a conclusion statement that supports their claim. 			
<p>Kansas High School Graduates Can:</p>	<p>Use valid reasoning and relevant and sufficient evidence to support a written argument.</p>		
Progression of Standard Across Grades	<u>W.6.1</u>	W.7.1	<u>W.8.1</u>
	<p>Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.)</p>	<p>Write arguments to support claims with clear reasons and relevant evidence. (See details above.)</p>	<p>Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.)</p>

Grade 7 Writing

W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. 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 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 formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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To address this standard, students *could*:

- Introduce and develop a topic using common organizational structures.
- Determine the most effective organizational structure to present information.
- Analyze information to support examination of a topic.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.
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Progression of Standard Across Grades	<u>W.6.2</u>	W.7.2	<u>W.8.2</u>
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (See details above.)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.)

Grade 7 Writing

W.7.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 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 sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
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To address this standard, students *could*:

- Use narrative techniques to develop the progression of events in a story.
- Organize a narrative using appropriate transitional language.
- Include a conclusion that provides a sense of closure for readers.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.
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	W.6.3	W.7.3	W.8.3
Progression of Standard Across Grades	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (See details above.)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.)

Grade 7 Writing

W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Identify the writing style that best fits a particular task, purpose, and audience. • Compose a clear, logical piece of writing to demonstrate understanding of a topic. 			
Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.		
Progression of Standard Across Grades	<u>W.6.4</u>	W.7.4	<u>W.8.4</u>
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 7 Writing

W.7.5	<i>With some guidance and support from adults and peers, 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.</i>
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To address this standard, students *could*:

- Use a writing process to compose and refine a piece of writing.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.
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	W.6.5	W.7.5	W.8.5
Progression of Standard Across Grades	<i>With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	<i>With some guidance and support from adults and peers, 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.</i>	<i>With some guidance and support from adults and peers, 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.</i>

Grade 7 Writing

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Independently determine the proper technology tool(s) to successfully produce and publish writing. Create hyperlinks to sources and use technology to cite sources. 			
Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.		
Progression of Standard Across Grades	<u>W.6.6</u>	W.7.6	<u>W.8.6</u>
	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	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, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Grade 7 Writing

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Focus research around a central question. • Identify multiple sources of evidence to answer a central question. • Expand their research by generating additional related questions. 			
Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.		
Progression of Standard Across Grades	<u>W.6.7</u>	W.7.7	<u>W.8.7</u>
	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	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 (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grade 7 Writing

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.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Gather information and determine the credibility of sources used. • Quote or paraphrase information while properly crediting sources. • Incorporate a standard citation format. • Use search terms effectively. 			
Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.		
Progression of Standard Across Grades	<u>W.6.8</u>	W.7.8	<u>W.8.8</u>
	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	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, 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.

Grade 7 Writing

W.7.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards 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”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).
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To address this standard, students *could*:

- Determine the best textual evidence to support an assertion.

Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.
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Progression of Standard Across Grades	<u>W.6.9</u>	W.7.9	<u>W.8.9</u>
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 7 Writing

W.7.10	<p>Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Explain the function of phrases and clauses in general and their function in specific sentences. c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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To address this standard, students *could*:

- Participate in a writing process in which they review their work with a team of peers, reflect on the effectiveness of their writing, and revise their work to be more accurate and efficient.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.
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Progression of Standard Across Grades	W.6.10	W.7.10	W.8.10
Progression of Standard Across Grades	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Grade 7 Writing

W.7.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use a comma to separate coordinate adjectives. b. Spell correctly. 		
To address this standard, students <i>could</i>: <ul style="list-style-type: none"> • Participate in a writing process in which they write about a topic of personal interest or importance, and then review their work with a team of peers to address comma usage and spelling. 			
Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.		
Progression of Standard Across Grades	W.6.11	W.7.11	W.8.11
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 7 Writing

W.7.12	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.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> Produce varied types and lengths of writing based on an understanding of the discipline, purpose, and/or task assigned. 			
Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.		
Progression of Standard Across Grades	<u>W.6.12</u>	W.7.12	<u>W.8.12</u>
	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.	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.	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.

Grade 7 Speaking and Listening

SL.7.1	<p>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.</p> <ol style="list-style-type: none"> 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. 		
<p>For this standard, successful seventh grade students <i>could</i>:</p> <ul style="list-style-type: none"> • Participate in a Socratic circle by posing and responding to relevant questions, encouraging elaboration from peers and building on the ideas of others. • Share a viewpoint during a small group discussion, listen to others' viewpoints, and modify their own views when appropriate. 			
Kansas High School Graduates Can:	<p>Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.</p>		
Progression of Standard Across Grades	<u>SL.6.1</u>	SL.7.1	<u>SL.8.1</u>
	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>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.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

Grade 7 Speaking and Listening

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Analyze information presented in multimedia formats and explain how it clarifies a topic, text, or issue. Make connections between ideas and topics. 			
Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.		
Progression of Standard Across Grades	<u>SL.6.2</u>	SL.7.2	<u>SL.8.2</u>
	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	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.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grade 7 Speaking and Listening

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Determine the credibility and relevancy of a speaker’s argument. • Determine if a speaker provides sufficient evidence. 			
Kansas High School Graduates Can:		Objectively assess the relevance, accuracy, and validity of a speaker’s claim and supporting evidence.	
Progression of Standard Across Grades	<u>SL.6.3</u>	SL.7.3	<u>SL.8.3</u>
	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Grade 7 Speaking and Listening

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Determine key points and emphasize them when presenting claims and findings. • Present information in a logical, organized manner. • Use common public speaking norms. 			
Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.		
Progression of Standard Across Grades	<u>SL.6.4</u>	SL.7.4	<u>SL.8.4</u>
	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	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, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7 Speaking and Listening

SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Incorporate relevant forms of media and/or graphics to clarify information and emphasize key points. 			
Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.		
Progression of Standard Across Grades	<u>SL.6.5</u>	SL.7.5	<u>SL.8.5</u>
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

Grade 7 Speaking and Listening

SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Use grade-level appropriate academic language versus informal language when presenting. 			
Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.		
Progression of Standard Across Grades	<u>SL.6.6</u>	SL.7.6	<u>SL.8.6</u>
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 7 Speaking and Listening

SL.7.7	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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To address this standard, students *could*:

- Address the class in a speech about an important community issue, in which they use simple, compound, complex, and compound-complex sentences when presenting different perspectives on the issue.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.
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Progression of Standard Across Grades	<u>SL.6.7</u>	SL.7.7	<u>SL.8.7</u>
	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Click link above for details.)

Grade 7 Speaking and Listening

SL.7.8	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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Participate in a literature circle discussion in which they discuss with peers specific words or phrases in a text that seem to carry a great deal of weight or meaning. 			
Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.		
Progression of Standard Across Grades	<u>SL.6.8</u>	SL.7.8	<u>SL.8.8</u>
	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.	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.	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.

Grade 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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Refer to a text to support their ideas and assumptions when writing or speaking. • Synthesize multiple texts and use evidence from multiple texts to support conclusions. • Make logical inferences using textual evidence. 			
Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Progression of Standard Across Grades	<u>RL.6.1</u>	RL.7.1	<u>RL.8.1</u>
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 7 Reading: Literature

RL.7.2	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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Construct an independent summary using details from the text. • Analyze how a theme develops over the course of a text. • Analyze how a central idea develops over the course of a text. 			
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Progression of Standard Across Grades	<u>RL.6.2</u>	RL.7.2	<u>RL.8.2</u>
	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	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.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Grade 7 Reading: Literature

RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Analyze how one element of a story or drama impacts other elements. Analyze how elements of a story or drama interact. 			
Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.		
Progression of Standard Across Grades	RL.6.3	RL.7.3	RL.8.3
	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Grade 7

Reading: Literature

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 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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Interpret literal and nonliteral meanings of words and phrases presented in the text. • Analyze the impact of figurative language in a piece of the text. 			
Kansas High School Graduates Can:	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
Progression of Standard Across Grades	RL.6.4	RL.7.4	RL.8.4
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	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 as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Grade 7

Reading: Literature

RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		
To address this standard, students <i>could</i>: <ul style="list-style-type: none"> • Infer why an author chose to structure the text in a specific manner. • Understand how structural elements of a text contribute to its meaning. 			
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
Progression of Standard Across Grades	<u>RL.6.5</u>	RL.7.5	<u>RL.8.5</u>
	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Grade 7 Reading: Literature

RL.7.6	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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To address this standard, students *could*:

- Explain how point of view is developed within the text.
- Recognize and evaluate multiple points of view within the text.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.
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	RL.6.6	RL.7.6	RL.8.6
Progression of Standard Across Grades	Explain how an author develops the point of view of the narrator or speaker in a text.	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Grade 7 Reading: Literature

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).		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Explain the similarities between a written text and its multimedia interpretation including an analysis of techniques specific to that medium. • Explain the differences between a written text and its multimedia interpretation including an analysis of techniques specific to that medium. 			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades	<u>RL.6.7</u>	RL.7.7	<u>RL.8.7</u>
	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	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).	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Grade 7
Reading: Literature

RL.7.8	(Not applicable for literature)		
To address this standard, students <i>could</i>:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades			

Grade 7 Reading: Literature

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.
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To address this standard, students *could*:

- Recognize the similarities and differences between a fictional and a factual account of the same time period.
- Explain how history is altered or used within a fictional text.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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Progression of Standard Across Grades	<u>RL.6.9</u>	RL.7.9	<u>RL.8.9</u>
	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	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.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grade 7 Reading: Literature

RL.7.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> Discuss with peers the ways in which a text's sentence breaks and paragraph breaks impact the text's meaning. 			
Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).		
	<u>RL.6.10</u>	RL.7.10	<u>RL.8.10</u>
Progression of Standard Across Grades	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

Grade 7 Reading: Literature

RL.7.11	<p>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.</p> <ol style="list-style-type: none"> a. Use context 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. c. Consult general and specialized reference materials, 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.
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To address this standard, students *could*:

- Make educated guesses about words in a text based on knowledge of Greek or Latin affixes and roots.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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	RL.6.11	RL.7.11	RL.8.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	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. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 7 Reading: Literature

RL.7.12	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).
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To address this standard, students *could*:

- Participate in a Socratic seminar with peers, in which they closely read an excerpt from novel they are reading and discuss the language used, particular word connotations, and the meaning of the work as a whole.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.
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Progression of Standard Across Grades			
Progression of Standard Across Grades	<u>RL.6.12</u>	RL.7.12	<u>RL.8.12</u>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 7 Reading: Literature

RL.7.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Select and read increasingly complex literary texts at or above grade level. 			
Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.		
Progression of Standard Across Grades	<u>RL.6.13</u>	RL.7.13	<u>RL.8.13</u>
	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 8.

Grade 7

Reading: Informational

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Refer to a text to support their ideas and assumptions when writing or speaking. • Synthesize multiple texts and use evidence from multiple texts to support conclusions. • Make logical inferences using textual evidence. 			
Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Progression of Standard Across Grades	<u>RI.6.1</u>	RI.7.1	<u>RI.8.1</u>
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 7

Reading: Informational

RI.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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Construct an independent summary using details from the text. • Analyze how central ideas develop over the course of a text. 			
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Progression of Standard Across Grades	<u>RI.6.2</u>	RI.7.2	<u>RI.8.2</u>
	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	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 a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Grade 7 Reading: Informational

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).		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Analyze how individuals, ideas, and events interact in a text. Analyze the effect one person, idea, or event has on another. 			
Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.		
Progression of Standard Across Grades	RI.6.3	RI.7.3	RI.8.3
	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	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).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Grade 7 Reading: Informational

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.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Interpret literal and nonliteral meanings of words and phrases presented in the text. • Analyze the impact of figurative language in a piece of the text. • Explain the way a particular word/phrase contributes to the meaning and/or tone. 			
Kansas High School Graduates Can:	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
Progression of Standard Across Grades	<u>RI.6.4</u>	RI.7.4	<u>RI.8.4</u>
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	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 as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Grade 7

Reading: Informational

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.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Infer why an author chose to structure the text in a specific manner. • Understand how structural elements of a text contribute to the meaning of the text and development of ideas. 			
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
Progression of Standard Across Grades	<u>RI.6.5</u>	RI.7.5	<u>RI.8.5</u>
	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Grade 7 Reading: Informational

RI.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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Explain how point of view is developed within the text. • Recognize the characteristics that make the author’s point of view unique. 			
Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.		
Progression of Standard Across Grades	<u>RI.6.6</u>	RI.7.6	<u>RI.8.6</u>
	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	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.	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Grade 7 Reading: Informational

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).		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Explain the similarities between a written text and a multimedia portrayal of the same topic or event. • Explain the differences between a written text and a multimedia portrayal of the same topic or event. 			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades	<u>RI.6.7</u>	RI.7.7	<u>RI.8.7</u>
	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	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).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Grade 7

Reading: Informational

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Trace an argument and specific claims in a text. • Determine if the author has provided relevant and accurate evidence. • Determine if the author has provided ample and logical reasoning. 			
Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.		
Progression of Standard Across Grades	<u>RI.6.8</u>	RI.7.8	<u>RI.8.8</u>
	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	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.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Grade 7

Reading: Informational

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Identify the different authors' interpretations of the same topics. • Identify the key information used by each author. • Explain how different interpretations of facts shape an author's ideas. 			
Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Progression of Standard Across Grades	<u>RI.6.9</u>	RI.7.9	<u>RI.8.9</u>
	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	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 a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 7 Reading: Informational

RI.7.10	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> Select a text about a topic of interest, and ask and answer questions about it in conversations with peers and adults. 			
Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).		
Progression of Standard Across Grades	<u>RI.6.10</u>	RI.7.10	<u>RI.8.10</u>
	Use knowledge of language and its conventions when reading to improve comprehension of informational texts.	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.

Grade 7 Reading: Informational

RI.7.11	<p>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.</p> <ol style="list-style-type: none"> a. Use context 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. c. Consult general and specialized reference materials, 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.
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To address this standard, students *could*:

- Discuss with peers or adults a text about a cultural tradition from a different geographical region, making note of unfamiliar words and using effective strategies to determine meanings of those words within the context of the reading.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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Progression of Standard Across Grades	RI.6.11	RI.7.11	RI.8.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	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. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 7

Reading: Informational

RI.7.12	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).
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To address this standard, students *could*:

- Read two articles on opposite sides of a controversial issue, and discuss with peers the authors' uses of specific words and the impact those words make on the tone and message of the each article.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.
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Progression of Standard Across Grades			
Progression of Standard Across Grades	<u>RI.6.12</u>	RI.7.12	<u>RI.8.12</u>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 7 Reading: Informational

RI.7.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Select and read increasingly complex informational texts at or above grade level. 			
Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.		
Progression of Standard Across Grades	<u>RI.6.13</u>	RI.7.13	<u>RI.8.13</u>
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 8.