

7th Grade

English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards	CT Framework Grade Level Expectations
Reading Strands: Reading for Literature	
CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CT.R.7.R: Identify the major actions that define the plot and how actions lead to conflict or resolution; provide explicit and implicit evidence from text.
	CT.7.R.9: Explain the similarities and differences in how an idea or concept is expressed in multiple texts; provide explicit and implicit evidence from text.
	CT.7.R.10: Respond to literal and inferential questions with explicit and implicit evidence from texts.
	CT.7.R.19: Judge the validity of the evidence the author uses to support his/her position (e.g., is the evidence dated, biased, inaccurate and justify the conclusion).
CC.7.R.L.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.	CT.6.R.7: State both literal and/or inferred main ideas.
	CT.6.R.11: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas and in one's own words.
	CT.8.R.4: Generalize about universal themes, human, nature, cultural and historical perspectives from reading multiple texts.
	--Analyze the development of the theme/s over the course of the text.
CC.7.R.L.3: Analyze how particular elements of a story or drama interact.	CT.7.R.7: Identify the major actions that define the plot and how actions lead to conflict or resolution; analyze how particular elements of a story or drama interact.
	CT.7.R.6: Identify an author's use of time and sequence through the use of literary devices.
CC.7.R.L.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 or other repetitions of sounds on a specific verse of stanza of a poem or section of a story or drama.	CT.8.R.1: Explain and evaluate the effectiveness of persuasive vocabulary authors across all content areas use to influence readers' opinions or actions.
	CT.8.R.13: Critique the way in which an author uses a variety of language structures to create an intended effect (e.g., words or phrases

	<p>from another language, dialect, simile, metaphor, rhymes, sound repetitions).</p> <p>CT.6.R.5: Use cueing system and context clues to determine meanings of words.</p> <p>CT.6.R.19: Explain the impact of literary devices on meaning (e.g., flashback, tone, bias, dialect, irony/satire, use of fragments).</p> <p>CT.6.R.20: Evaluate the author’s use of various techniques to influence readers’ perspectives (e.g., appear of characters in a graphic novel or picture book, logic and credibility of plots and settings, use of figurative language).</p>
CC.7.R.L.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning.	CT.7.R.11: Analyze the characteristics and structural elements/essential attributes in drama and a variety of poetic forms ; evaluate how the author uses these techniques to influence readers’ perspectives .
CC.7.R.L.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<p>--Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>CT.7.R.8: Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.</p>
CC.7.R.L.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, camera focus or angles in a film).	<p>--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, camera focus or angles in a film).</p> <p>CT.7.R.17: Evaluate how authors, illustrators and filmmakers express political and social issues.</p>
CC.7.R.L.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.	<p>--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.</p> <p>CT.7.R.5: Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts.</p> <p>CT.7.R.9: Explain the similarities and differences in how an idea or concept is expressed in multiple texts.</p> <p>CT.7.R.12: Apply information in one text to understand a similar situation or concept in another text.</p> <p>CT.7.R.13: Explain the author’s purpose for writing a text.</p> <p>CT.7.R.16: Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.</p>
CC.7.R.L.10: By the end of the year, read and comprehend	-- By the end of 7th grade, read and comprehend literature including

literature, including stories, dramas and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	stories, dramas and poems in the grades 6-8 text complexity band (Lexile Band 1000-1100).
	CT.7.R.20: Set reading goals and create a plan to meet those goals.
	CT.7.R.21: Monitor progress toward implementing the plan, making adjustments and corrections as needed.

Reading Strand: Reading for Information	
CC.7.R.I.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 textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CT.7.R.10: Respond to literal and inferential questions with explicit and implicit evidence from text.
CC.7.R.I.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 central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CT.9-12.1.1.c: Select and organize relevant information from text to summarize.
CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text..	CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict. CT.8.R.6: Interpret how situations, actions and other characters influence a character's personality and development CT.8.R.11: Explain how certain actions cause certain effects (e.g., how the Holocaust changed international politics today and how the internment of Japanese Americans during WWII affected traditional Japanese family structure).
CC.7.R.I.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.	CT.8.R.2: Use cueing system and context clues to determine meanings of words. CT.9-12.1.3.c: Analyze the meaning of words and phrases in context.
CC.7.R.I.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 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.
CC.7.R.I.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.	--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.
CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject.	--Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject. CT.7.R.17: Evaluate how authors, illustrators and filmmakers express political and social issues.
CC.7.R.I.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.	--Trace and evaluate the argument and specific claims in a text. CT.7.R.19: Judge the validity of the evidence the author uses to support his/her position.

<p>CC.7.R.I.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>	<p>CT.7.R.9: Explain the similarities and differences in how an idea or concept is expressed in multiple texts.</p>
<p>CC.7.R.I.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>CT.7.R.13: Explain the author’s purpose for writing a text.</p> <p>CT.7.R.16: Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.</p> <p>--By the end of 7th grade, read and comprehend literary nonfiction in the grades 6-8 text complexity band (Lexile Band 1000-1100).</p>

Writing Standards:	
CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.	CT.7.W.30: Write a persuasive piece supporting the opposing viewpoint.
	CT.7.W.29: Write a persuasive essay that considers both sides to an argument.
CC.7.W.1.a: Introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence clearly.	--Introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence clearly.
CC.7.W.1.b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	--Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CC.7.W.1.c: Use words, phrases and clauses to create cohesion and clarify relationships among claim(s), reasons and evidence.	--Use words, phrases and clauses to create cohesion and clarify relationships among claim(s), reasons and evidence.
CC.7.W.1.d: Establish and maintain a formal style.	--Establish and maintain a formal style.
CC.7.W.1.e: Provide a concluding statement or section that follows from and supports the argument presented.	--Provide a concluding statement or section that follows from and supports the argument presented.
CC.7.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	CT.6.W.27: Write an informational report using cause-and-effect structure.
	CT.6.W.28: Write an informational piece with a spatial order or chronological order
CC.7.W.2.a: Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.	--Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
CC.7.W.2.b: Develop the topic with relevant facts, definition, concrete details, quotations or other information and examples.	CT.6.W.23: Expand upon one idea using additional details to create an image.
CC.7.W.2.c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	--Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CC.7.W.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	CT.7.W.26: Include technical and content specific terms in writing.
CC.7.W.2.e: Establish and maintain a formal style.	--Establish and maintain a formal style.
CC.7.W.2.f: Provide a concluding statement or section that follows from the information or explanation presented.	--Provide a concluding statement or section that follows from the information or explanation presented.
CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and	CT.7.W.24: Write a fictional story using various literary techniques (e.g., dialogue, humor, figurative language, first or third person, precise

well-structured event sequences.	language) including all story elements (e.g., setting, plot, theme, character development, events, problem, solution).
	CT.7.W.25: Write a suspenseful story with a cliffhanger ending.
CC.7.W.3.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.	--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.
CC.7.W.3.b: Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.	--Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
CC.7.W.3.c: Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.	--Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
CC.7.W.3.d: Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	--Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
CC.7.W.3.e: Provide a conclusion that follows from the narrated experiences to events.	--Provide a conclusion that follows from the narrated experiences to events.
CC.7.W.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).	--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).
CC.7.W.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).	CT.7.W.16: Gather and paraphrase information from a variety of resources; explain purpose and selects effective form at prewriting stage.
	CT.7.W.17: Reread text and decide to continue draft or to start a new draft.
	CT.7.W.18: Revise at any stage of process; use a variety of revision tools or strategies; evaluate feedback and justify the choice to use feedback.
	CT.7.W.19: Use multiple resources for proofreading and editing.
CC.7.W.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.	CT.7.W.20: Use different technologies to produce, design and publish a finished product.
	--Use technology to link to and cite sources, to interact and collaborate with others.
CC.7.W.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, drawing on several sources and generating additional related, focused questions for further research and investigation.

	CT.9-12.3.2.d: Research information from multiple sources for a specific purpose.
	CT.9-12.3.2.e: Evaluate the validity of primary and secondary sources of information to authenticate research.
CC.7.W.8: Gather relevant information form 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 form 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.
CC.7.W.9: Draw evidence from literary and informational texts to support analysis, reflection and research.	--Draw evidence from literary and informational texts to support analysis, reflection and research.
CC.7.W.9.a: Apply Grade 7 reading standards to literature.	--Apply Grade 7 reading standards to literature.
CC.7.W.9.b: Apply Grade 7 reading standards to nonfiction.	--Apply Grade 7 reading standards to nonfiction.
CC.7.W.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.	--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:	
CC.7.SL.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 other’s ideas and expressing their own clearly.	
CC.7.SL.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.	--Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
CC.7.SL.1.b: Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.	--Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
CC.7.SL.1.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.	--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.
CC.7.SL.1.d: Acknowledge new information expressed by others and, when warranted, modify their own views.	--Acknowledge new information expressed by others and, when warranted, modify their own views.
CC.7.SL.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.	--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.
	CT.6.R.25: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.
CC.7.SL.3: 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 the relevance and sufficiency of the evidence.
CC.7.SL.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, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
	CT.7.OL.1: Deliver an oral presentation from notes, using appropriate intonation, enunciation and phrasing that is fluent and well-modulated.
CC.7.SL.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	--Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.7.SL.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 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).

Language Standards:	
CC.7.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.7.L.1.a: Explain the function of phrases and clauses in general and their function in specific sentences.	--Explain the function of phrases and clauses in general and their function in specific sentences.
CC.7.L.1.b: Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	--Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
CC.7.L.1.c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	--Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CC.7.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	CT.7.W.3: Use capitalization rules from previous grades.
	CT.7.W.4: Use capitals correctly in an outline or list.
	CT.7.W.5: Use consistent capitalization when formatting technical documents.
	CT.7.W.6: Use punctuation rules from previous grades.
CC.7.L.2.a: Use a comma to separate coordinate adjectives.	--Use a comma to separate coordinate adjectives.
	CT.7.W.7: Use commas to separate an interrupter.
CC.7.L.2.b: Spell correctly.	CT.7.W.1: Use spelling rules and patterns from previous grades.
	CT.7.W.2: Use multiple strategies to spell (e.g., homophones, affixes, Greek and Latin roots, frequently misspelled words).
CC.7.L.3: Use knowledge of language and its conventions when writing, speaking, reading and listening.	CT.7.W.11: Apply usage rules from previous grades.
CC.7.L.3.a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	--Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CC.7.L.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.	CT.7.R.1: Identify meanings and origins of commonly used words adopted from other languages; use those words while speaking, writing and presenting.
CC.7.L.4.a: Use context as a clue to the meaning of a word or phrase.	CT.5.R.1: Use prior knowledge, context clues and graphic features to predict, clarify and/or expand word meanings and concepts.
CC.7.L.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	--Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
CC.7.L.4.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 of its part of speech.	CT.5.R.3: Use dictionaries, thesauruses and glossaries (both print and digital) to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.

CC.7.L.4.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).	--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).
CC.7.L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
CC.7.L.5.a: Interpret figures of speech in context.	--Interpret figures of speech in context.
CC.7.L.5.b: Use the relationship between particular words to better understand each of the words.	--Use the relationship between particular words to better understand each of the words.
CC.7.L.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions).	--Distinguish among the connotations (associations) of words with similar denotations (definitions).
CC.7.L.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.	CT.6.R.3: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts.