| 2024 Grade 7 English Standards of Learning |
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| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| **7.RV The student will systematically build vocabulary and word knowledge based on grade seven content and texts.** |  |
| 7.RV.1 A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics. |  |
| 7.RV.1 B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases. |  |
| 7.RV.1 C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words. |  |
| 7.RV.1 D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word. |  |
| 7.RV.1 E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification. |  |
| 7.RV.1 F. Distinguish among the nuances in the meaning of connotations of words with similar denotations. |  |
| 7.RV. 1 G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech. |  |
| 7.RV.1 H. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities. |  |
| **7.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.** |  |
| 7.RL. 1 A. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details. |  |
| 7.RL. 1 B. Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development. |  |
| 7.RL.1 C. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events. |  |

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| 7.RL. 2 A. Analyze how elements of authors’ styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry. |  |
| 7.RL.2 B. Analyze how the elements of an author’s style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone. |  |
| 7.RL.2 C. Explain how an author develops the points of view of different characters in a text (e.g., first-person, third-person limited, third-person omniscient) and how they affect the reader’s interpretation of a text. |  |
| 7.RL.3 A. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot. |  |
| 7.RL.3 B. 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. |  |
| **7.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.** |  |
| 7.RI. 1 A. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text. |  |
| 7.RI.1 B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed. |  |
| 7.RI. 1 C. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced. |  |
| 7.RI.2 A. Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension. |  |
| 7.RI.2 B. Analyze how an author’s word choice, organizational pattern, and language structure impact the author’s purpose and support the reader’s comprehension. |  |
| 7.RI.2 C. Analyze how an author’s purpose(s) reflects the author’s perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text. |  |
| 7.RI. 3 A. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas. |  |
| 7.RI.3 B. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | Correlation: Must align and address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 1. The textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Texts are high quality, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level. |  |
| 6. Texts and materials integrate reading, writing, and discussion to build knowledge on a topic. |  |
| 7. Instructional strategies provide sufficient opportunities for students to build depth of understanding, and the purpose of teacher and student materials is clear. |  |