

NC English Language Arts Standard Course of Study 7th Grade-Specific Standards

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Reading Standards for Literature

Key Ideas and Evidence

- 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 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.

Craft and Structure

- RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.
- RL.7.5 Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.
- RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.

Integration of Ideas and Analysis

- 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.
- RL.7.8 Not applicable to 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.

Range of Reading and Level of Complexity

- RL.7.10 By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

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Reading Standards for Informational Text

Key Ideas and Evidence

- 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.

Craft and Structure

- RI.7.4 Determine the meaning of words and phrases as they are used in a text; 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 Ideas and Analysis

- 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.
- 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.

Range of Reading and Level of Complexity

- RI.7.10 By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

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WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Writing Standards

Text Types, Purposes, and Publishing

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- Organize information and ideas around a topic to plan and prepare to write.
 - 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.
 - With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 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.
- Organize information and ideas around a topic to plan and prepare to write.
 - 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, graphics, 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.
 - With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
 - 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.

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- e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - f. Provide a conclusion that follows from and reflects on the narrated experiences or events.
 - g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.4 Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.

Research

- W.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.6 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.

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SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Speaking and Listening Standards

Collaboration and Communication

- 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 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; adapt speech to a variety of contexts and tasks.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Language Standards

Conventions of Standard English

- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. (See Language Standards – Grammar Continuum page 7.)
- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. (See Language Standards – Conventions Continuum page 10.)

Knowledge of Language

- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

- L.7.4 Determine and/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: context clues, word parts, word relationships, and reference materials.
- L.7.5 Demonstrate understanding of figurative language and nuances in word meanings.
 - a. Interpret figures of speech in context based on grade 7 reading and content.
 - b. Distinguish among the connotations of words with similar denotations.
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Standards – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Nouns	<ul style="list-style-type: none"> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) Use common, proper, & possessive nouns 	<ul style="list-style-type: none"> Explain the function of nouns Use collective nouns (such as <i>group</i>) Form and use frequently occurring regular and irregular plural nouns 	<ul style="list-style-type: none"> Use abstract nouns (such as <i>courage</i>) Continue to use regular and irregular plural nouns 		
Verbs	<ul style="list-style-type: none"> Form frequently occurring verbs Convey sense of time 	<ul style="list-style-type: none"> Explain the function of verbs Form and use past tense of frequently occurring irregular verbs Form and use regular and irregular verbs Form and use simple verb tenses Form and use the perfect verb tenses Convey sense of various times, sequences Recognize inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Form and use progressive verb tenses Use modal auxiliaries (such as <i>may</i> or <i>must</i>) Continue to form and use the perfect verb tenses Convey sense of various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>) Form and use verbs in active & passive voice Form and use indicative, imperative, interrogative, conditional moods Recognize and correct inappropriate shifts in voice and mood Form and use transitive/intransitive verbs 	
Adjectives	<ul style="list-style-type: none"> Use frequently occurring adjectives 	<ul style="list-style-type: none"> Explain the function of adjectives Accurately choose which to use – adjective or adverb 	<ul style="list-style-type: none"> Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb Order adjectives within sentences according to conventional patterns 	<ul style="list-style-type: none"> Form and use compound adjectives 	

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SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	<ul style="list-style-type: none"> Use frequently occurring conjunctions 	<ul style="list-style-type: none"> Explain the function of conjunctions Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> Continue to use coordinating and subordinating conjunctions Use correlative conjunctions (such as <i>either/or</i>) 		<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Adverbs		<ul style="list-style-type: none"> Accurately choose which to use – adjective or adverb Explain the function of adverbs Form and use comparative adverbs 	<ul style="list-style-type: none"> Form and use comparative and superlative adverbs Use relative adverbs 	<ul style="list-style-type: none"> Use adverbs that modify adjectives Use adverbs that modify adverbs 	
Sentences	<ul style="list-style-type: none"> Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences Understand and use question words 	<ul style="list-style-type: none"> Produce, expand, and rearrange simple and compound sentences 	<ul style="list-style-type: none"> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Produce, expand, and rearrange simple, compound, and complex sentences 	<ul style="list-style-type: none"> Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas 	
Prepositions	<ul style="list-style-type: none"> Use frequently occurring prepositions 	<ul style="list-style-type: none"> Explain the function of prepositions 	<ul style="list-style-type: none"> Form and use prepositional phrases 		
Pronouns	<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns 	<ul style="list-style-type: none"> Explain the function of pronouns Continue to use personal, possessive, and indefinite pronouns Use reflexive pronouns 	<ul style="list-style-type: none"> Ensure pronoun-antecedent agreement Use relative pronouns 	<ul style="list-style-type: none"> Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>) Use intensive pronouns Recognize and correct inappropriate shifts in pronoun number and person 	

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SKILL	K-1	2-3	4-5	6-8	9-12
				<ul style="list-style-type: none"> Recognize and correct vague pronouns Continue to ensure pronoun-antecedent agreement Recognize and apply the nominative case and objective case 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Determiners	<ul style="list-style-type: none"> Use determiners 	<ul style="list-style-type: none"> Correctly use <i>a, an,</i> and <i>the</i> 			
Commonly Confused Words		<ul style="list-style-type: none"> Correctly use common homophones 	<ul style="list-style-type: none"> Correctly use frequently confused words (such as <i>to, two, too</i>) 	<ul style="list-style-type: none"> Continue to correctly use frequently confused words 	
Interjections		<ul style="list-style-type: none"> Explain the function of and use interjections 	<ul style="list-style-type: none"> Continue to use interjections 		
Phrases and Clauses			<ul style="list-style-type: none"> Explain the function of phrases and clauses Recognize independent and dependent phrases and clauses 	<ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers Form and use indirect/direct objects 	
Usage				<ul style="list-style-type: none"> Recognize variations from standard English in their own and others' writing and speaking Identify and use strategies to improve expression in conventional language 	

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Language Standards – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people 	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization 		<p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates 	<ul style="list-style-type: none"> • Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue 	<ul style="list-style-type: none"> • Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works 	<ul style="list-style-type: none"> • Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions 	

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Skill	K-1	2-3	4-5	6-8	9-12
Spelling	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words 	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	<p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
References		<ul style="list-style-type: none"> • Consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	