

Seventh Grade Kansas College & Career Readiness Standards for ELA

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

LITERATURE - Key Ideas and Details																			
RL1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.																		
dates ---->																			
RL2	Determine theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.																		
dates ---->																			
RL3	Analyze how particular elements of a story or drama interact																		
dates ---->																			
LITERATURE - Craft and Structure																			
RL4	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.																		
dates ---->																			
RL5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.																		
dates ---->																			
RL6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.																		
dates ---->																			
LITERATURE - Integration of Knowledge and Ideas																			
RL7	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																		
dates ---->																			
RL9	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.																		
dates ---->																			
LITERATURE - Range of Reading and Level of Text Complexity																			
RL10	By the end of the year, read and comprehend 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.																		
dates ---->																			
INFORMATIONAL TEXT - Key Ideas and Details																			
RI1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.																		
dates ---->																			
RI2	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.																		
dates ---->																			
RI3	Analyze the interactions between individuals, events, and ideas in a text																		
dates ---->																			
INFORMATIONAL TEXT - Craft and Structure																			
RI4	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.																		
dates ---->																			

RI5	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.
dates ---->	
RI6	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.
dates ---->	
INFORMATIONAL TEXT - Integration of Knowledge and Ideas	
RI7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject
dates ---->	
RI8	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.
dates ---->	
RI9	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.
dates ---->	
INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity	
RI10	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.
dates ---->	
WRITING - Text Types and Purposes	
W1	Write arguments to support claims with clear reasons and relevant evidence.
dates ---->	
W1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
dates ---->	
W1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
dates ---->	
W1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
dates ---->	
W1d	Establish and maintain a formal style
dates ---->	
W1e	Provide a concluding statement or section that follows from and supports the argument presented.
dates ---->	
W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
dates ---->	
W2a	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.
dates ---->	
W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
dates ---->	
W2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
dates ---->	

W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W2e	Establish and maintain a formal style.
W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3a	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.
W3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
WRITING - Production and Distribution of Writing	
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W5	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.
W6	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.
WRITING - Research to Build and Present Knowledge	
W7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W8	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.
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W9a	Apply grade 7 Reading standards to literature
W9b	Apply grade 7 Reading standards to literary nonfiction

WRITING - Range of Writing	
W10	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.
dates ---->	
SPEAKING & LISTENING - Comprehension & Collaboration	
SL1	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.
dates ---->	
SL1a	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.
dates ---->	
SL1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
dates ---->	
SL1c	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.
dates ---->	
SL1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
dates ---->	
SL2	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.
dates ---->	
SL3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
dates ---->	
SPEAKING & LISTENING - Presentation of Knowledge and Ideas	
SL4	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.
dates ---->	
SL5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
dates ---->	
SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
dates ---->	
LANGUAGE - Conventions of Standard English	
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
dates ---->	
L1a	Explain the function of phrases and clauses in general and their function in specific sentences.
dates ---->	
L1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
dates ---->	

	L1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
dates ---->	
	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
dates ---->	
	L2a Use a comma to separate coordinate adjectives
dates ---->	
	L2b Spell correctly.
dates ---->	
LANGUAGE - Knowledge of Language	
	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
dates ---->	
	L3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
dates ---->	
LANGUAGE - Vocabulary Acquisition and Use	
	L4 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.
dates ---->	
	L4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
dates ---->	
	L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
dates ---->	
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation
	L4c of a word or determine or clarify its precise meaning or its part of speech.
dates ---->	
	L4d Verify the preliminary determination of the meaning of a word or phrase
dates ---->	
	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
dates ---->	
	L5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
dates ---->	
	L5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
dates ---->	
	L5c Distinguish among the connotations (associations) of words with similar denotations (definitions)
dates ---->	
	L6 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.
dates ---->	

KANSAS College and Career Readiness Anchor Standards for Literacy Learning (KS 15%)

LITERACY LEARNING	
LL1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
dates ---->	
LL2	Use meta-cognitive strategies to monitor literacy learning progress.
dates ---->	
LL3	Engage in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
dates ---->	
LL4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
dates ---->	
LL5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
dates ---->	
READING	
R11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
dates ---->	
R12	Read-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.
dates ---->	
WRITING	
W11	Create-both independently and collaboratively-technical, non-print, digital, and multi-modal versions of text types and purposes outlined in
dates ---->	
W12	Strengthen writing craft-both independently and collaboratively-through a recursive writing and revision process and the use of the common vocabulary of the 6-trait model.
dates ---->	