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# Indiana Academic Standards English Language Arts: Grade 7



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## Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

## What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

## Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



## English Language Arts: Grade 7

### Reading

**Guiding Principle:** *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.*

### **Reading: Literature**

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

### **Learning Outcome**

<b>7.RL.1</b>	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
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### **Key Ideas and Textual Support**

<b>7.RL.2.1</b>	Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.
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7.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
7.RL.2.3	Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i> ).
7.RL.2.4	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.</i></p>
<b>Structural Elements and Organization</b>	
7.RL.3.1	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.
7.RL.3.2	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.
<b>Synthesis and Connection of Ideas</b>	
7.RL.4.1	Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in film</i> ).



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**7.RL.4.2**

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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## Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

## Learning Outcome

**7.RN.1**

Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

## Key Ideas and Textual Support

**7.RN.2.1**

Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.

**7.RN.2.2**

Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.

**7.RN.2.3**

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*).

## Structural Elements and Organization



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<b>7.RN.3.1</b>	<p>Students should continue to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 5</p> <p><i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i></p>
<b>7.RN.3.2</b>	<p>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.</p>
<b>7.RN.3.3</b>	<p>Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.</p>
<b>Synthesis and Connection of Ideas</b>	
<b>7.RN.4.1</b>	<p>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, noting instances of bias and stereotyping.</p>
<b>7.RN.4.2</b>	<p>Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i>).</p>
<b>7.RN.4.3</b>	<p>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>



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## Reading: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

## Learning Outcome

7.RV.1

Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Vocabulary Building

7.RV.2.1

Use context to determine or clarify the meaning of words and phrases.

7.RV.2.2

Use the relationship between particular words (e.g., *synonym/antonym, analogy*) to better understand each of the words.

7.RV.2.3

Distinguish among the connotations of words with similar denotations.

7.RV.2.4

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., *belligerent, bellicose, rebel*).





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7.RV.2.5	Consult general and specialized reference materials, both print and digital (e.g., <i>dictionary</i> , <i>thesaurus</i> , <i>style guide</i> ), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.
<b>Vocabulary in Literature and Nonfiction Texts</b>	
7.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i> ) on or within a story, poem, or play.
7.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
7.RV.3.3	Interpret figures of speech (e.g., <i>allusions</i> ) in context.



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## **Writing**

**Guiding Principle:** *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*

<b>Writing</b>	
There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standards English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
<b>Learning Outcome</b>	
<b>7.W.1</b>	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
<b>Handwriting</b>	
<b>7.W.2</b>	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4</p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>



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## Writing Genres: Argumentative, Informative, and Narrative

**7.W.3.1**

Write **arguments** in a variety of forms that –

- a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Establish and maintain a consistent style and tone appropriate to purpose and audience.
- d. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**7.W.3.2**

Write **informative** compositions in a variety of forms that –

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; 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 from various sources and texts.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- e. Establish and maintain a style appropriate to purpose and audience.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.



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**7.W.3.3**

Write **narrative** compositions in a variety of forms that –

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- b. Organize an event sequence (e.g., *conflict*, *climax*, *resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide an ending that follows from and reflects on the narrated experiences or events.

## The Writing Process

**7.W.4**

Apply the **writing process** to all formal writing including but not limited to argumentative, informative, and narrative –

- a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- b. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.

## The Research Process: Finding, Assessing, Synthesizing, and Reporting Information



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<b>7.W.5</b>	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ol style="list-style-type: none"><li>Formulate a research question.</li><li>Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li><li>Assess the credibility and accuracy of each source.</li><li>Quote or paraphrase the information and conclusions of others.</li><li>Avoid plagiarism and follow a standard format for citation.</li><li>Present information, choosing from a variety of formats.</li></ol>
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>	
<b>7.W.6.1</b>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ol style="list-style-type: none"><li><b>Pronouns-</b> Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery 6:<ul style="list-style-type: none"><li><i>Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i></li></ul></li><li><b>Verbs-</b> Recognizing and correcting problems with subject/verb agreement.</li><li><b>Adjectives and Adverbs -</b> Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4<ul style="list-style-type: none"><li><i>Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</i></li></ul></li><li><b>Phrases and Clauses -</b> Recognizing and correcting misplaced and dangling modifiers.</li><li><b>Usage-</b> Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.</li></ol>



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## 7.W.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

- a. Capitalization—Students are expected to build upon and continue applying conventions learned previously.  
Grade of Mastery: 5
  - *Applying correct usage of capitalization in writing.*
- b. Punctuation- Using commas with subordinate clauses.
- c. Spelling –Students are expected to build upon and continue applying conventions learned previously.  
Grade of Mastery: 5
  - *Applying correct spelling patterns and generalizations in writing.*



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## **Speaking and Listening**

**Guiding Principle:** *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

### **Speaking and Listening**

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

### **Learning Outcome**

**7.SL.1**

Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

### **Discussion and Collaboration**

**7.SL.2.1**

Engage effectively in a range of collaborative discussions (e.g., *one-on-one, in groups, and teacher-led*) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

**7.SL.2.2**

Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.



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<b>7.SL.2.3</b>	Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>7.SL.2.4</b>	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.
<b>7.SL.2.5</b>	Acknowledge new information expressed by others, and consider it in relation to one's own views.
<b>Comprehension</b>	
<b>7.SL.3.1</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually</i> , <i>quantitatively</i> , <i>orally</i> ) and explain how the ideas clarify a topic, text, or issue under study.
<b>7.SL.3.2</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.
<b>Presentation of Knowledge and Ideas</b>	
<b>7.SL.4.1</b>	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.
<b>7.SL.4.2</b>	Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.





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**7.SL.4.3**

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 2

*Give and follow multi-step directions.*



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## **Media Literacy**

**Guiding Principle:** *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*

<b>Media Literacy</b>	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
<b>Learning Outcome</b>	
<b>7.ML.1</b>	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
<b>Media Literacy</b>	
<b>7.ML.2.1</b>	Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.
<b>7.ML.2.2</b>	Analyze the ways that the media use words and images to attract the public's attention.