**Grade 7 Reading Standards**

**Grade 7 Reading Standards for Literature [RL]**

**Key Ideas and Details**

**1.** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting, paraphrasing.)

**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 a text.

**3.** Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).

**Craft and Structure**

**4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**5.** Analyze how aspects of a literary work’s structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).

**6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Integration of Knowledge and Ideas**

**7.** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

***For example, students analyze how an author uses words and phrases to create a mood of fear in print text and compare that to the way a film director creates a similar mood with settings and images, sounds, lighting, and camera angles.***

**8.** (Not applicable. For expectations regarding themes in literary texts, see RL.2.)

**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.

***For example, students read Mark Twain’s* The Adventures of Tom Sawyer *and selections from Twain’s autobiography. They explore the conflicts and tensions in the novel, including the honesty, lies, and oaths by various characters and their consequences, and historical conflicts, such as the prejudices of mid-nineteenth-century America. Students write an essay on one of the conflicts and deliver an oral report, using evidence to support their arguments and conclusions.***

**10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

**Grade 7 Reading Standards for Informational Text [RI]**

**Key Ideas and Details**

**1.** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

**2.** Determine a text’s central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

**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).

**Craft and Structure**

**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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

***For example, students read David Macaulay’s* Cathedral: The Story of its Construction *and analyze how he uses words and images to depict the complex process of architectural design and the sequence of construction in the medieval period. In order to develop a thesis about the characteristics of Macaulay’s style as a writer/illustrator, they examine a collection of his books and write an essay about his style as a writer of literary nonfiction. (RI.7.1, RI.7.4, W.7.2, W.7.9)***

**5.** Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.

**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 Knowledge and Ideas**

**7.** Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**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.

**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 Text Complexity**

**10.** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

**WRITING Text Types and Purposes**

**1.** Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

**a.** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

**b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**d.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**e.** Provide a concluding statement or section that follows from and supports the argument presented.

***In “Animal Rights: Give them a Voice,” on Massachusetts Writing Standards in Action, a seventh grade student makes the claim for the rights of animals, giving vivid examples of the conditions under which they are raised for food and experimentation. Acknowledgment and rebuttal of the opposing claim as well as discussion of a practical compromise alternative demonstrate the writer’s understanding of the complexity of the issue.***

**2.** Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (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.

**c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**e.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

***The theme, “Fear can turn human beings into monsters” is explored in a literary analysis essay on Massachusetts Writing Standards in Action that examines Rod Serling’s teleplay, “The Monsters Are Due on Maple Street,” from the early television series, The Twilight Zone.***

**3.** Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

**a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

**b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**d.** Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

**e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.

***The narrative mode is used with imagination and skill in two seventh grade examples on Massachusetts Writing Standards in Action. In the first example, “The Great Escape: from the Amazing Adventures of Bunny Foo Foo,” the point of view is that of a pet rabbit, just on the edge of finding freedom from its cage, and the story is told with a playful tone as a first person narrative. “The Tale of a Leaf,” the second example, is a poem that uses vivid sensory and figurative language and symbolism to impart a sense of joy and wonder to the autumn flight of a falling leaf.***

**Production and Distribution of Writing**

**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.)

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**Grade 7 Reading Standards**

**Grade 7 Reading Standards for Literature [RL]**

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

**Key Ideas and Details**

**1.** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

**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 a text.

**3.** Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).

**Craft and Structure**

**4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**5.** Analyze how aspects of a literary work’s structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).

**6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Integration of Knowledge and Ideas**

**7.** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

***For example, students analyze how an author uses words and phrases to create a mood of fear in a print text and compare that to the way a film director creates a similar mood with settings and images, sounds, lighting, and camera angles.***

**8.** (Not applicable. For expectations regarding themes in literary texts, see RL.2.)

**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.

***For example, students read Mark Twain’s* The Adventures of Tom Sawyer *and selections from Twain’s autobiography. They explore the conflicts and tensions in the novel, including the honesty, lies, and oaths by various characters and their consequences, and historical conflicts, such as the prejudices of mid-nineteenth-century America. Students write an essay on one of the conflicts and deliver an oral report, using evidence to support their arguments and conclusions. (RL.7.1, RL.7.9, RI.7.1, W.7.1, SL.7.4)***

**10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See more on qualitative and quantitative dimensions of text complexity.)

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**Grade 7 Reading Standards for Informational Text [RI]**

**Key Ideas and Details**

**1.** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)

**2.** Determine a text’s central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

**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).

**Craft and Structure**

**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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

***For example, students read David Macaulay’s* Cathedral: The Story of its Construction *and analyze how he uses words and images to depict the complex process of architectural design and the sequence of construction in the medieval period. In order to develop a thesis about the characteristics of Macaulay’s style as a writer/illustrator, they examine a collection of his books and write an essay about his style as a writer of literary nonfiction. (RI.7.1, RI.7.4, W.7.2, W.7.9)***

**5.** Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.

**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 Knowledge and Ideas**

**7.** Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**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.

**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 Text Complexity**

**10.** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See more on qualitative and quantitative dimensions of text complexity.)

**Grade 7 Writing Standards [W]**

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C of the Common Core State Standards and the Massachusetts Writing Standards in Action Project. Massachusetts Curriculum Framework for English Language Arts and Literacy 97

**Text Types and Purposes**

**Note:** The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres (see Appendix B: A Literary Heritage).

**1.** Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

**a.** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

**b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**d.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**e.** Provide a concluding statement or section that follows from and supports the argument presented.

***In “Animal Rights: Give them a Voice,” on Massachusetts Writing Standards in Action, a seventh grade student makes the claim for the rights of animals, giving vivid examples of the conditions under which they are raised for food and experimentation. Acknowledgment and rebuttal of the opposing claim as well as discussion of a practical compromise alternative demonstrate the writer’s understanding of the complexity of the issue. (W.7.1, W.7.4, W.7.9, RI.7.1, L.7.2, L.7.3, L.7.5)***

**2.** Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (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.

**c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**e.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

***The theme, “Fear can turn human beings into monsters” is explored in a literary analysis essay on Massachusetts Writing Standards in Action that examines Rod Serling’s teleplay, “The Monsters Are Due on Maple Street,” from the early television series, The Twilight Zone. (RL.7.1, RL.7.2, W.7.2, W.7.4, L.7.3, SL.7.2)*** Massachusetts Curriculum Framework for English Language Arts and Literacy 98

**3.** Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

**a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

**b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**c.** 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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**Production and Distribution of Writing**

**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.)

***For example, students studying the genre of mystery stories write narratives in which they introduce a variety of characters with distinctive traits, create plausible yet mysterious events, use vivid descriptions to create mood, use foreshadowing clues that point to the solution of the mystery, and resolve the mystery with an explanation by one of the characters. (RL.7.10, W.7.3, W.7.4)***

**5.** 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.

**a.** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

**b.** Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

**6.** Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

**7.** Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**8.** When conducting research, 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.

**9.** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

**Range of Writing**

**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.

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