

**NC Standard Course of Study and Extended Content Standards English Language Arts (ELA) Alignment
Grade 7**

**NC Standard Course of Study K-12 ELA for Implementation in
2018-2019, Adopted April 2017**

**Extended Content Standards K-12 for ELA for
Implementation 2018-19, Adopted June 2017**

READING: LITERATURE

Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
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.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.			
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.7.2	Identify events in a text that are related to the theme.
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
RL.7.3	Analyze how particular elements of a story or drama interact.	RL.7.3	Determine how two or more story elements are related.
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.			
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.7.4	Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
RL.7.5	Analyze how a drama’s or poem’s (or other literary genre’s) form or structure contributes to its meaning.	RL.7.5	Differentiate between a poem and other types of text.
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.			

RL.7.6	Analyze how an author develops and contrasts the perspectives of different characters in a text.	RL.7.6	Compare the points of view of two or more characters or narrators in a text.
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
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.7.7	Compare a text version of a story or poem with a video or live version of the same text.
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
	K-12 Not applicable to literature.		K-12 Not applicable to literature.
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
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.	RL.7.9	Compare a fictional character in a text with the same character portrayed in a historical account.
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.			
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.	RL.7.10	Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.
READING: INFORMATIONAL TEXT			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
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.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.			

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.7.2	Determine two or more central ideas in a text.
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text.	RI.7.3	Determine how two individuals, events, or ideas in a text are related.
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.			
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.7.4	Determine how words or phrases are used to persuade or inform a text.
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
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.7.5	Determine how a fact, step, or event fits into the overall structure of the text.
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.			
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.	RI.7.6	Identify words or phrases in the text that describe or show the author’s point of view.
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
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.7.7	Compare a text to an audio, video, or multimedia version of the same text.
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
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.7.8	Analyze text to identify evidence that supports claims made in the text.
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information	RI.7.9	Compare the information presented in texts by different authors on the same topic.

	by emphasizing different evidence or advancing different interpretations of facts.		
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.			
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.	RI.7.10	Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.
WRITING			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented. 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.7.1	<p>Write claims about topics or texts.</p> <ol style="list-style-type: none"> a. Introduce a topic or text and write one claim about it. b. Write one or more reasons to support a claim about a topic or text. c. Use temporal words (first, next, also) to create connections.

CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<p>W.7.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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. 	<p>W.7.2</p>	<p>Write to share information supported by details.</p> <ol style="list-style-type: none"> Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. Provide facts, details, or other information related to the topic. Select domain-specific vocabulary to use in writing about the topic.
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CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<p>W.7.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>W.7.3</p>	<p>Write about events or personal experiences.</p> <ol style="list-style-type: none"> Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
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	<ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. 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. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 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. 		<ul style="list-style-type: none"> b. Use temporal words (e.g., first, then, next) to signal order. c. Use words that describe feelings of people or characters in the narrative.
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.			
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.	W.7.4	Use digital tools to produce writing to interacting and collaborating with others.
CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
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.7.5	Conduct research to answer a question based on multiple sources of information.
CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
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	W.7.6	Identify quotes providing relevant information about a topic from multiple print or digital sources.

	avoiding plagiarism and following a standard format for citation.		
SPEAKING AND LISTENING			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.			
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. <ul style="list-style-type: none"> a. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views. 	SL.7.1	Engage in collaborative discussions. <ul style="list-style-type: none"> a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion.
CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
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.7.2	Identify details related to the main idea of a text presented orally or through other media.
CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
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.	SL.7.3	Determine whether the claims made by a speaker are fact or opinion.

CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
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.7.4	Communicate findings including descriptions, facts, or details related to main idea or theme.
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SL.7.5	Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.
LANGUAGE			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.			
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.	L.7.1	Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating.
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.			
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.	L.7.2	Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing.
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
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.	L.7.3	Use precise language to achieve desired outcomes or meaning when communicating.
CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.			

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.7.4	Demonstrate knowledge of word meanings drawn from grade 7 content using context clues.
CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.			
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.7.5	Demonstrate understanding of word relationships and use. a. Identify the literal and nonliteral meanings of words in context. b. Demonstrate understanding of synonyms and antonyms.
CCR Anchor Standard L.7 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
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.	L.7.6	Use general academic and domain-specific words and phrases across contexts.

