<table>
<thead>
<tr>
<th>7th ENGLISH LANGUAGE ARTS</th>
<th>7th MATH</th>
<th>7th SCIENCE</th>
<th>7th SOCIAL STUDIES</th>
</tr>
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<tbody>
<tr>
<td><strong>Reading Standards for Literature</strong></td>
<td><strong>Ratios and Proportional Relationships</strong></td>
<td><strong>Forces and Motion</strong></td>
<td><strong>Geography and Environmental Literacy</strong></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td>Understand ratio concepts and use ratio reasoning to solve problems.</td>
<td>Understand balanced and unbalanced forces.</td>
<td>Describe conditions that shape the environment.</td>
</tr>
<tr>
<td>1. Analyze a text to determine character traits that are stated explicitly and those that must be inferred (e.g., Explicit = the girl is strong, pretty and lonely. Inferred = brave and persistent).</td>
<td>1. Model equivalent ratios (i.e., 2:1 two reds and 1 blue; if I put down to more red blocks how many blue blocks should be added?).</td>
<td>1. Describe the consequences of too much or too little water (e.g., drought, flooding) on a populated area.</td>
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<tr>
<td>2. Determine the theme or central idea of a text, and identify the characters and setting.</td>
<td>2. Identify balanced and unbalanced forces.</td>
<td>2. Describe the impact preservation efforts have on the environment (recycling, planting, trees).</td>
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<tr>
<td>3. Determine how two or more events in a story are related (e.g., The cupboard was empty when they looked so they went shopping.).</td>
<td>3. Understand that motion is produced by unbalanced forces.</td>
<td>3. Describe routine responses for natural disasters (e.g., What do you do when there is a tornado? What do you need to do to get ready for a hurricane?).</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>The Number System</strong></td>
<td><strong>Matter, Properties and Change</strong></td>
<td><strong>Use maps to understand the community.</strong></td>
</tr>
<tr>
<td>4. Use rhyme and other repetition of sounds in a text to support reading for meaning (e.g., determine from an array an upcoming word or phrase based on the pattern established by the author).</td>
<td><strong>Apply and extend previous understandings of operations with fractions and whole numbers.</strong></td>
<td><strong>Identify an atom as the smallest unit of matter</strong></td>
<td>1. Use key (e.g., H = Hospital, Picture of bus = bus stop) and cardinal directions (north, south, east, west) to locate community markers.</td>
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<tr>
<td>5. Determine whether a text is a story, drama, or poem.</td>
<td>1. Subtract fractions with like denominators (halves, thirds, fourths, fifths, sixths, eighths, and tenths) by modeling with fraction bars.</td>
<td>2. Understand matter is made of smaller units.</td>
<td>2. Use available technology tools (i.e., GPS and GIS software) to locate community markers.</td>
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<tr>
<td>6. Determine what words an author uses to contrast characters in a text.</td>
<td>2. Use all operations to solve problems with whole numbers (0-100).</td>
<td>2. Understand units are combined to make a whole object.</td>
<td><strong>Economics and Financial Literacy</strong></td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Expressions and Equations</strong></td>
<td><strong>Earth Systems, Structures and Processes</strong></td>
<td><strong>Understand implications of economic decisions on needs and wants.</strong></td>
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<tr>
<td>7. Compare and contrast a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.</td>
<td>Use properties of operations to generate equivalent expressions.</td>
<td><strong>Understand the water cycle.</strong></td>
<td>1. Compare prices between economic competitors to find the best value.</td>
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<td>8. (Not applicable to literature)</td>
<td>1. Understand that adding zero to a number leaves it unchanged.</td>
<td>1. Recognize the water left in an open container evaporates over time.</td>
<td>2. Explain how personal financial resources affect the choices people make based on their wants and needs.</td>
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<tr>
<td>9. Compare a fictional portrayal of a time, place, or character with an historical account of the same time, place or character.</td>
<td>2. Use concrete objects and representations to illustrate addition of 3 or more numbers, regardless of which pair is added first, equal the cardinal number (associative).</td>
<td>2. Identify the parts of the water cycle (evaporation, condensation, precipitation, run off).</td>
<td>3. Understand that personal choices result in benefits or consequences.</td>
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<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td>3. Use concrete objects and representations to illustrate multiplication of 2 numbers regardless of order equal the cardinal number (commutative).</td>
<td>3. Describe the consequences of too much or too little water (e.g., drought, flooding).</td>
<td><strong>Civics and Governance</strong></td>
</tr>
<tr>
<td>10. Demonstrate understanding of text while actively engaged in reading and</td>
<td><strong>Solve real-life and mathematical addition and subtraction problems using numerical and algebraic equations.</strong></td>
<td><strong>Describe characteristics of living organisms that enable them to survive</strong></td>
<td><strong>Understand rights and responsibilities of an individual in relationship to society.</strong></td>
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<td></td>
<td>4. Understand the concept of equality with models (i.e., if there is a quantity of 5 on one side of the equation and a</td>
<td>1. Identify that insects spread pollen to help flowering plants make seeds.</td>
<td>1. Understand groups can agree on rules for the &quot;common good&quot; of society.</td>
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</table>
| | 5. Infer what words an author uses to contrast characters in a text. | 2. Describe ways that a plant and an animal help each other. | 2. Apply problem solving models to
Developed by Angela Fitzwater & Mary Moss

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<tr>
<th>Listening to stories, dramas, and poetry for clearly stated purposes (e.g., Read or listen to the story to compare it with the video we watched. Read or listen to the text to determine how the two main events are related.).</th>
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**Reading Standards for Informational Text**

**Key Ideas and Details**
1. Analyze a text to determine which ideas are explicitly stated and those that must be inferred (e.g., Explicit = Animals eat plants to live. Inferred = some things die so other things can live).
2. Determine two or more central ideas in a text.
3. Determine how two or more events in a text are related (e.g., the severe storm flooded the town so they had to rescue the people in boats.).

**Craft and Structure**
4. Determine the meaning of simple idioms and figures of speech as they are used in a text.
5. Determine how headings, key words, and key phrases relate to the topic of a text.
6. Compare the purpose of two or more texts on the same topic.

**Integration of Knowledge and Ideas**
7. Determine how understanding shifts when reading a text versus experiencing an audio, video, or multimedia version of it (e.g., Read to list words that describe the main character then add to or revise the resulting list of words after watching a video portrayal of the same text.).
8. Analyze a text to identify reasons or evidence which support claims in a text.
9. Compare and contrast the key quantity of 2 on the other what quantity is added to make it equal).

5. Use the concept of equality to solve problems with unknown quantities.

**Geometry**

Solve real-life and mathematical problems involving area.
1. Use rectangles and multiplication to solve area problems.

**Statistics and Probability**

Use random sampling to draw inferences about a population.
1. Identify a representative random sample (i.e., would not select only the people who ride buses)
2. Use samples to gain information about a population.
3. Interpret the results of the sampling.

Draw informal comparative inferences about two populations.
4. Compare data from two picture graphs, line plots, or bar graphs.

Investigate chance processes and develop, use, and evaluate probability models.
5. Understand the events of probability as being possible or impossible.

**Ecosystem**

Understand the role of decomposers in an ecosystem
1. Define decomposers.
2. Understand how decomposers and consumers are different.
3. Classify living organisms as producers, consumers, or decomposers.

generate ideas (e.g., rules, goals, sequence, etc.) to benefit the "common good".
3. Determine what ideas and opinions in a group are different from an individual's.
4. Communicate when an individual disagrees with decisions made by others.
information provided by authors of two different texts on the same topic.

**Range of Reading and Level of Text Complexity**

10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to determine if the claims are fact or opinion.)

**Writing Standards**

**Text Types and Purposes**

1. Write* a claim and support it with two or more reasons or other relevant evidence.
2. Write* an informative or explanatory text.
   a. Write* the topic.
   b. Develop the topic with two or more facts or concrete details.
   c. Use domain specific vocabulary.
   d. Provide a closure.
3. Write* a narrative about personal or imagined experiences or events.
   a. Write* about multiple events and use temporal words to signal event order.
   b. Include one or more characters.
   c. Use words or phrases to describe the character(s).
   d. Provide a closing.

**Production and Distribution of Writing**

4. Produce writing* that addresses a particular task, purpose, or audience.
5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.
6. Use technology to produce and publish writing*.
<table>
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<th>Research to Build and Present Knowledge</th>
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<tbody>
<tr>
<td>7. Write* to answer a question based on two or more sources of information.</td>
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<tr>
<td>8. Select quotes from two or more print or digital source that provide important information about a topic.</td>
</tr>
<tr>
<td>9. Write* about information gathered from literary or informational texts.</td>
</tr>
<tr>
<td>a. Apply grade 7 Extended Reading standards to literature (e.g., Compare two texts with the same theme or topic).</td>
</tr>
<tr>
<td>b. Apply grade 7 Extended Reading standards to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).</td>
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<th>Range of Writing</th>
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<td>10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
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</table>

### Speaking and Listening Standards

#### Comprehension and Collaboration

| 1. Participate in communicative exchanges. |
| a. Come to discussions prepared to share information. |
| b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles. |
| c. Remain on the topic of the discussion when asking or answering questions or making other contributions. |
| 2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study. |
| 3. Determine whether the claims made by |
a speaker are fact or opinion.

**Presentation of Knowledge and Ideas**
4. Present findings including descriptions, facts, or details related to a main idea or theme.
5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.
6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

**Language Standards**

**Conventions of Standard English**
1. Demonstrate understandings of standard English grammar and usage when communicating.
   a. Produce simple sentences.
   b. Combine two simple sentences using common conjunctions to produce compound sentences.
2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
   a. Use ending punctuation.
   b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

**Knowledge of Language**
3. Use language to achieve desired meaning when writing or communicating.
   a. Use precise language as required to achieve desired meaning.

**Vocabulary Acquisition and Use**
4. Demonstrate knowledge of new vocabulary drawn from English language
| arts, math, and science content.  
| a. Use context to identify which word in  
| an array of content related words is  
| missing from a sentence.  
| b. Seek clarification and meaning support  
| when unfamiliar words are encountered  
| while reading or communicating.  
| 5. Demonstrate understanding of word  
| relationships.  
| a. Understand the meaning conveyed by  
| concrete similes (e.g., The room was as  
| cold as ice) encountered while reading or  
| listening.  
| b. Demonstrate understanding of words  
| by identifying other words with similar  
| and different meanings (e.g., synonyms  
| and antonyms).  
| 6. Acquire and use general academic and  
| domain-specific words and phrases. |