

Correlation to the Common Core State Standards

Common Core State Standards	Lessons
College and Career Readiness Anchor Standards for Reading, Grades 6-12	
Key Ideas and Details	
CCR.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.	8, 9, 19, 20
CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	10, 13, 18, 19, 21
CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	11, 23
Craft and Structure	
CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	16, 17, 27
CCR.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.	7, 22
CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.	12, 24
Integration of Knowledge and Ideas	
CCR.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	14, 25
CCR.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.	24
CCR.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.	15, 26
Range of Reading and Level of Text Complexity	
CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	10, 15, 22
Reading Standards for Literature, Grade 7	
Key Ideas and Details	
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.	8, 9
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	10, 13
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	11

Key to Lesson References:

GUM = Grammar, Usage, and Mechanics Handbook (numbered by Mini-Lesson)

SLH = Speaking and Listening Handbook (numbered by Mini-Lesson)

Common Core State Standards	Lessons
Craft and Structure	
RL.7.4 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.	16, 17
RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	12
Integration of Knowledge and Ideas	
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 (e.g., lighting, sound, color, or camera focus and angles in a film).	14
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.	15
Range of Reading and Level of Text Complexity	
RL.7.10 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.	7, 11, 13, 14
Reading Standards for Informational Text, Grade 7	
Key Ideas and Details	
RI.7.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	19, 20
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.	18, 19, 21
RI.7.3 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).	23
Craft and Structure	
RI.7.4 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.	27
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.	22
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.	24
Integration of Knowledge and Ideas	
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 (e.g., how the delivery of a speech affects the impact of the words).	25
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.	24

Common Core State Standards	Lessons
RI.7.9 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.	26
Range of Reading and Level of Text Complexity	
RI.7.10 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.	22
College and Career Readiness Anchor Standards for Writing, Grades 6-12	
Text Types and Purposes	
CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	28
CCR.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.	29
CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	30
Production and Distribution of Writing	
CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	28, 29
CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	28, 29
CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	28, 29
Research to Build and Present Knowledge	
CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	19, 28
Range of Writing	
CCR.W.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 tasks, purposes, and audiences.	26, 28
Writing Standards, Grade 7	
Text Types and Purposes	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	28
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	23, 28
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	24, 28
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	28
d. Establish and maintain a formal style.	28
e. Provide a concluding statement or section that follows from and supports the argument presented.	28

Common Core State Standards	Lessons
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	29
a. Introduce a topic; 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.	29
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	29
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	29
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	29
e. Establish and maintain a formal style.	29
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	29
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	30
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	30
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	30
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	30
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	30
e. Provide a conclusion that follows from the narrated experiences or events.	30
Production and Distribution of Writing	
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	18
W.7.5 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.	26
W.7.6 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.	28, 29
Research to Build and Present Knowledge	
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	19, 27, 28
a. Apply <i>grade 7 Reading standards</i> to literature.	10, 30
b. Apply <i>grade 7 Reading standards</i> to literary nonfiction.	20

Common Core State Standards	Lessons
Range of Writing	
W.7.10 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.	26, 28
College and Career Readiness Anchor Standards for Speaking and Listening, grades 6-12	
Comprehension and Collaboration, Grade 7	
CCR.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.	5
CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	8, 14, SLH 2
CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SLH 1
Presentation of Knowledge and Ideas	
CCR.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.	SLH 1, 2
CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SLH 2
CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	10, SLH 1
Speaking and Listening Standards, Grade 7	
Comprehension and Collaboration	
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.	10, SLH 1
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	19, SLH 1
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	12, SLH 1
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.	SLH 1
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	9, SLH 1
SL.7.2 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.	8, 14, SLH 2
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.	SLH 1

Common Core State Standards	Lessons
Presentation of Knowledge and Ideas	
SL.7.4 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.	10, SLH 1, 2
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SLH 2
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SLH 1, 2
College and Career Readiness Anchor Standards for Language, Grades 6-12	
Conventions of Standard English	
CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	GUM
CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	GUM
Knowledge of Language	
CCR.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.	4, 5, 16
Vocabulary Acquisition and Use	
CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	1, 2, 6
CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	3
CCR.L.6 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	17
Language Standards, Grade 7	
Conventions of Standard English	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	GUM
a. Explain the function of phrases and clauses in general and their function in specific sentences.	GUM 1
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	GUM 2, 3, 4
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	GUM 5, 6, 7, 8, 9, 10
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	GUM
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).	GUM 11

Common Core State Standards	Lessons
b. Spell correctly.	GUM 12
Knowledge of Language	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	17, 27
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	17, 30
Vocabulary Acquisition and Use	
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	1, 6
a. 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.	1
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	2
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	6
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	6
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	3, 27
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	4
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	3
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	5
L.7.6 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.	17, 27