

# Indiana, Grade 7

Indiana Strand/Standard	Focus of Indiana Standard	For More Information
<b>Reading Literature</b>		
RL.1	Read and comprehend literature of appropriate complexity independently with proficiency	R10 pp. 72–77
RL.2.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	R1 pp. 6–11
RL.2.2	Analyze the development of the theme or central idea of a text; provide a detailed summary of the text	R2 pp. 12–19
RL.2.3	Analyze the interaction of elements in a work of literature	R3 pp. 20–25
RL.3.1	Analyze how a work of literature's structural elements contribute to its meaning and plot	R5 pp. 34–39
RL.3.2	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	R6 pp. 40–47
RL.4.1	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version	R7 pp. 48–55
RL.4.2	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period	R9 pp. 64–71
<b>Reading Nonfiction</b>		
RN.1	Read and comprehend appropriately complex literary nonfiction, informational, and functional texts independently and proficiently	R10 pp. 72–77
RN.2.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	R1 pp. 6–11
RN.2.2	Analyze the development of two or more central ideas in a text; provide a detailed objective summary of the text	R2 pp. 12–19
RN.2.3	Analyze the interactions between individuals, events, and ideas in a text	R3 pp. 20–25
RN.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	R5 pp. 34–39
RN.3.3	Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others	R6 pp. 40–47
RN.4.1	Trace and evaluate the argument and specific claims in a text, assessing whether the reason is sound and the evidence is relevant and sufficient	R8 pp. 56–63
RN.4.2	Compare and contrast a text to an audio, video, or multimedia version of the text	R7 pp. 48–55
RN.4.3	Analyze how two or more authors writing about the same topic shape their presentations of key information	R9 pp. 64–71
<b>Reading Vocabulary</b>		
RV.1	Acquire and use accurately general academic, and domain-specific words and phrases	L6 pp. 228–233
RV.2.1	Use context to determine or clarify the meaning of words and phrases	L4 pp. 216–221
RV.2.2	Use the relationship between particular words to better understand each of the words	L5 pp. 222–227
RV.2.3	Distinguish among the connotations of words with similar denotations	L5 pp. 222–227
RV.2.4	Use common Greek or Latin affixes and roots as clues to the meaning of a word	L4 pp. 216–221
RV.2.5	Consult reference materials to find the pronunciation of a word or determine or clarify its meaning	L4 pp. 216–221
RV.3.1	Determine the meaning of words and phrases as they are used in literature, including figurative and connotative meanings	R4 pp. 26–33
RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings	R4 pp. 26–33
RV.3.3	Interpret figures of speech in context	L5 pp. 222–227
<b>Writing</b>		
W.1	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153
W.3.1	Write arguments to support claims with clear reasons and relevant evidence	W1 pp. 82–89

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<b>Writing</b>		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly	W2 pp. 90–99
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences	W3 pp. 100–109
W.4	Apply the writing process to develop, draft, revise, rewrite, try a new approach, and edit to produce writing that is clear and coherent; use technology to produce, publish, and update writing	W5 pp. 116–121 W6 pp. 122–127
W.5	Conduct research assignments to build knowledge about the process and the topics	W7 pp. 128–133 W8 pp. 134–139
W.6.1	Demonstrate command of the conventions of standard English grammar and usage	L1 pp. 198–203
W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	L2 pp. 204–209
<b>Speaking and Listening</b>		
SL.1	Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for a variety of purposes	SL6 pp. 188–193
SL.2.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly	SL1 pp. 158–163
SL.2.2	Elaborate and reflect on ideas under discussion by identifying specific evidence	SL1 pp. 158–163
SL.2.3	Follow rules for considerate discussions	SL1 pp. 158–163
SL.2.4	Pose questions that elicit elaboration and respond to questions with relevant observations and ideas	SL1 pp. 158–163
SL.2.5	Acknowledge new information expressed by others and consider it in relation to one's own views	SL1 pp. 158–163
SL.3.1	Analyze the main ideas and supporting details presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study	SL2 pp. 164–169
SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	SL3 pp. 170–175
SL.4.1	Present claims and findings, emphasizing salient points in a focused coherent manner; use appropriate eye contact, adequate volume, and clear pronunciation	SL4 pp. 176–181
SL.4.2	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	SL5 pp. 182–187
<b>History/Social Studies</b>		
LH.1.1	Read and comprehend history/social studies texts of appropriate complexity	R10 pp. 72–77
LH.1.2	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 148–153
LH.2.1	Cite textual evidence to support analysis of primary and secondary sources	R1 pp. 6–11
LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an objective summary	R2 pp. 12–19
LH.2.3	Identify key steps in a text's description of a process related to history/social studies	R3 pp. 20–25
LH.3.1	Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social studies	R4 pp. 26–33
LH.3.2	Describe how a text presents information	R5 pp. 34–39
LH.3.3	Identify aspects of a text that reveal an author's point of view or purpose	R6 pp. 40–47
LH.4.1	Integrate visual information with other information in print and digital texts	R7 pp. 48–55
LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text	R8 pp. 56–63
LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source	R9 pp. 64–71
LH.5.1	Write arguments based on discipline-specific content	W1 pp. 82–89
LH.5.2	Write informative texts including analyses of historical events	W2 pp. 90–99
LH.6.1	Produce clear and coherent writing using appropriate reference materials; strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W4 pp. 110–115 W5 pp. 116–121
LH.6.2	Use technology to produce and publish writing and present the relationship between information and ideas clearly and efficiently	W6 pp. 122–127

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<b>History/Social Studies</b>		
LH.7.1	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	W7 pp. 128–133
LH.7.2	Gather information from multiple sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and providing basic bibliographic information	W8 pp. 134–139
LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 140–147
<b>Science/Technical Subjects</b>		
LST.1.1	Read and comprehend science/technical texts of appropriate complexity	R10 pp. 72–77
LST.1.2	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 148–153
LST.2.1	Cite textual evidence to support analysis of science and technical texts	R1 pp. 6–11
LST.2.2	Determine the central ideas or conclusions of a text; provide an objective summary	R2 pp. 12–19
LST.2.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks	R3 pp. 20–25
LST.3.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases	R4 pp. 26–33
LST.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	R5 pp. 34–39
LST.3.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 40–47
LST.4.1	Integrate quantitative or technical information expressed in words with a version of the information expressed visually	R7 pp. 48–55
LST.4.2	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text	R8 pp. 56–63
LST.4.3	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic	R9 pp. 64–71
LST.5.1	Write arguments focused on discipline-specific content	W1 pp. 82–89
LST.5.2	Write informative texts including scientific procedures/experiments, or technical processes	W2 pp. 90–99
LST.6.1	Produce clear and coherent writing using appropriate reference materials; strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W4 pp. 110–115 W5 pp. 116–121
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