

Pennsylvania, Grade 7

Pennsylvania Strand/Standard	Focus of Pennsylvania Standard	For More Information
Reading Informational Text		
CC.1.2.A	Determine two or more central ideas in a text and analyze their developments; provide an objective summary of the text	R2 pp. 12–19
CC.1.2.B	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
CC.1.2.C	Analyze the interactions between individuals, events, and ideas in a text	R3 pp. 20–25
CC.1.2.D	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	R6 pp. 40–47
CC.1.2.E	Analyze the structure of the text through evaluation of the authors use of graphics, charts, and the major sections of the text	R5 pp. 34–39
CC.1.2.F	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	R4 pp. 26–33
CC.1.2.G	Compare and contrast a text to an audio, video, or multimedia version of the text	R7 pp. 48–55
CC.1.2.H	Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence	R8 pp. 56–63
CC.1.2.I	Analyze how two or more authors present and interpret facts on the same topic	R9 pp. 64–71
CC.1.2.J	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 228–233
CC.1.2.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 216–221
CC.1.2.L	Read and comprehend appropriately complex literary nonfiction, informational, and functional texts independently and proficiently	R10 pp. 72–77
Reading Literature		
CC.1.3.A	Determine a theme or central idea of a text and analyze its development; provide an objective summary of the text	R2 pp. 12–19
CC.1.3.B	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
CC.1.3.C	Analyze how particular elements of a story or drama interact	R3 pp. 20–25
CC.1.3.D	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	R6 pp. 40–47
CC.1.3.E	Analyze how the form or structure of a text contributes to its meaning	R5 pp. 34–39
CC.1.3.F	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	R4 pp. 26–33
CC.1.3.G	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version	R7 pp. 48–55
CC.1.3.H	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period	R9 pp. 64–71
CC.1.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 216–221
CC.1.3.J	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 228–233
CC.1.3.K	Read and comprehend literature of appropriate complexity independently with proficiency	R10 pp. 72–77

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Writing		
CC1.4.A-F	Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	W2 pp. 90–99 W4 pp. 110–115 L2 pp. 204–209
CC1.4.G-L	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	W1 pp. 82–89 W4 pp. 110–115 L2 pp. 204–209
CC1.4.M-R	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	W3 pp. 100–109 W4 pp. 110–115 L2 pp. 204–209
CC1.4.S	Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 pp. 140–147
CC1.4.T	Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach	W5 pp. 116–121
CC1.4.U	Use technology to produce and publish writing, link to and cite sources; interact and collaborate with others	W6 pp. 122–127
CC1.4.V	Conduct short research projects to answer a question, drawing on several sources and generating additional related questions for further investigation	W7 pp. 128–133
CC1.4.W	Gather information from print and digital sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and following a standard format for citation	W8 pp. 134–139
CC1.4.X	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153
CC1.5.A	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly	SL1 pp. 158–163
CC1.5.B	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
CC1.5.C	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	SL2 pp. 164–169
CC1.5.D	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
CC1.5.E	Adapt speech to a variety of contexts and tasks	SL6 pp. 188–193
CC1.5.F	Include multimedia components and visual displays in presentations to clarify claims and findings	SL5 pp. 182–187
CC1.5.G	Demonstrate command of the conventions of standard English when speaking	L1 pp. 198–203