

West Virginia, Grade 7

West Virginia Strand/Standard	Focus of West Virginia Standard	For More Information
Reading Literature		
R.C1.1	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
R.C1.2	Determine the theme or central idea of a text and analyze its development; provide an objective summary of the text	R2 pp. 12–19
R.C1.3	Analyze how particular elements of a story or drama interact	R3 pp. 20–25
R.C2.1	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	R4 pp. 26–33
R.C2.2	Analyze how a drama’s or poem’s form or structure contributes to its meaning	R5 pp. 34–39
R.C2.3	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	R6 pp. 40–47
R.C3.1	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version	R7 pp. 48–55
R.C3.2	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period	R9 pp. 64–71
R.C4.1	Read and comprehend literature of appropriate complexity independently with proficiency	R10 pp. 72–77
Reading Informational Text		
R.C1.4	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
R.C1.5	Determine two or more central ideas in a text and analyze their developments; provide an objective summary of the text	R2 pp. 12–19
R.C1.6	Analyze the interactions between individuals, events, and ideas in a text	R3 pp. 20–25
R.C2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	R4 pp. 26–33
R.C2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	R5 pp. 34–39
R.C2.6	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	R6 pp. 40–47
R.C3.3	Compare and contrast a text to an audio, video, or multimedia version of the text	R7 pp. 48–55
R.C3.4	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
R.C3.5	Analyze how two or more authors writing about the same topic shape their presentations of key information	R9 pp. 64–71
R.C4.2	Read and comprehend appropriately complex literary nonfiction, informational, and functional texts independently and proficiently	R10 pp. 72–77
Writing		
W.C9.1	Write arguments to support claims with clear reasons and relevant evidence	W1 pp. 82–89
W.C9.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly	W2 pp. 90–99
W.C9.3	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.C10.1	Produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 pp. 110–115

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Writing		
W.C10.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 116–121
W.C10.3	Use technology to produce and publish writing, link to and cite sources; interact and collaborate with others	W6 pp. 122–127
W.C11.1	Conduct short research projects to answer a question, drawing on several sources and generating additional related questions for further investigation	W7 pp. 128–133
W.C11.2	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
W.C11.3	Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 pp. 140–147
W.C12.1	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153
Speaking and Listening		
SL.C13.1	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.C13.2	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	SL2 pp. 164–169
SL.C13.3	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.C14.1	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.C14.2	Include multimedia components and visual displays in presentations to clarify claims and findings	SL5 pp. 182–187
SL.C14.3	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate	SL6 pp. 188–193
Language		
L.C15.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 198–203
L.C15.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 204–209
L.C16.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 pp. 210–215
L.C17.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 216–221
L.C17.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 222–227
L.C17.3	Acquire and use accurately general academic, and domain-specific words and phrases	L6 pp. 228–233