

# Iowa, Grade 7

Iowa Strand/Standard	Focus of Iowa Standard	For More Information
<b>Reading Literature</b>		
RL.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	Determine the theme or central idea of a text and analyze its development; provide an objective summary of the text	R2 pp. 12–19
RL.3	Analyze how particular elements of a story or drama interact	R3 pp. 20–25
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	R4 pp. 26–33
RL.5	Analyze how a drama’s or poem’s form or structure contributes to its meaning	R5 pp. 34–39
RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	R6 pp. 40–47
RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version	R7 pp. 48–55
RL.8	NA	
RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period	R9 pp. 64–71
RL.10	Read and comprehend literature of appropriate complexity independently with proficiency	R10 pp. 72–77
<b>Reading Informational Text</b>		
RI.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
RI.2	Determine two or more central ideas in a text and analyze their developments; provide an objective summary of the text	R2 pp. 12–19
RI.3	Analyze the interactions between individuals, events, and ideas in a text	R3 pp. 20–25
RI.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
RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	R5 pp. 34–39
RI.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
RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text	R7 pp. 48–55
RI.8	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
RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information	R9 pp. 64–71
RI.10	Read and comprehend appropriately complex literary nonfiction, informational, and functional texts independently and proficiently	R10 pp. 72–77
<b>Writing</b>		
W.1	Write arguments to support claims with clear reasons and relevant evidence	W1 pp. 82–89
W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly	W2 pp. 90–99
W.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	Produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 pp. 110–115
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 116–121
W.6	Use technology to produce and publish writing, link to and cite sources; interact and collaborate with others	W6 pp. 122–127
W.7	Conduct short research projects to answer a question, drawing on several sources and additional related questions for further investigation	W7 pp. 128–133

Iowa Strand/Standard	Focus of Iowa Standard	For More Information
<b>Writing</b>		
W.8	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.9	Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 pp. 140–147
W.10	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153
<b>Speaking and Listening</b>		
SL.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	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.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.4	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.5	Include multimedia components and visual displays in presentations to clarify claims and findings	SL5 pp. 182–187
SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate	SL6 pp. 188–193
<b>Language</b>		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 198–203
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 204–209
L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 pp. 210–215
L.4	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.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 222–227
L.6	Acquire and use accurately general academic, and domain-specific words and phrases	L6 pp. 228–233
<b>Reading History/Social Studies</b>		
RH.1	Cite textual evidence to support analysis of primary and secondary sources	R1 pp. 6–11
RH.2	Determine the central ideas or information of a primary or secondary source; provide an objective summary	R2 pp. 12–19
RH.3	Identify key steps in a text's description of a process related to history/social studies	R3 pp. 20–25
RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to history/social studies	R4 pp. 26–33
RH.5	Describe how a text presents information	R5 pp. 34–39
RH.6	Identify aspects of a text that reveal an author's point of view or purpose	R6 pp. 40–47
RH.7	Integrate visual information with other information in print and digital texts	R7 pp. 48–55
RH.8	Distinguish among fact, opinion, and reasoned judgment in a text	R8 pp. 56–63
RH.9	Analyze the relationship between a primary and secondary source on the same topic	R9 pp. 64–71
RH.10	Read and comprehend history/social studies texts of appropriate complexity independently with proficiency	R10 pp. 72–77

(Continued)

Iowa Strand/Standard	Focus of Iowa Standard	For More Information
<b>Reading Science/Technical Subjects</b>		
RST.1	Cite textual evidence to support analysis of science and technical texts	R1 pp. 6–11
RST.2	Determine the central ideas or conclusions of a text; provide an objective summary	R2 pp. 12–19
RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks	R3 pp. 20–25
RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases	R4 pp. 26–33
RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	R5 pp. 34–39
RST.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 40–47
RST.7	Integrate quantitative or technical information expressed in words with a version of the information expressed visually	R7 pp. 48–55
RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text	R8 pp. 56–63
RST.9	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
RST.10	Read and comprehend appropriately complex science/technical texts independently and proficiently	R10 pp. 72–77
<b>Writing History/Social Studies and Science/Technical Subjects</b>		
WHST.1	Write arguments based on discipline-specific content	W1 pp. 82–89
WHST.2	Write informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes	W2 pp. 90–99
WHST.3	NA	
WHST.4	Produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 pp. 110–115
WHST.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 116–121
WHST.6	Use technology to produce and publish writing as well as to interact with others; demonstrate keyboarding skills	W6 pp. 122–127
WHST.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	W7 pp. 128–133
WHST.8	Gather information from print and digital sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and providing basic bibliographic information	W8 pp. 134–139
WHST.9	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 140–147
WHST.10	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153