

Standard Code	Standard Code and Standard	Keep or Propose Change	Change: Removed, Re-written	Quality Standard Rule #	Reason for Proposed Change
7.RL.1	7.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.	Keep			
7.RL.2	7.RL.2 Determine a theme or central idea(s) of a text. and a. Analyze its development over the course of the text; b. Provide an objective summary of the text.	Propose Change	Removed; Broken up	1	We felt the change improved the clarity and/or readability of the standard.
7.RL.3	7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Keep			
7.RL.4	7.RL.4 Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone ; 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.	Propose Change	Re-written	3	We wanted to keep in sync with 8th grade and 6th by adding "tone."
7.RL.5	7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.	Propose Change	Re-written	1, 3	The change improves the vertical alignment and gives teachers more flexibility.
7.RL.6	7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Keep			

7.RL.7	7.RL.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).	Keep			
7.RL.8	7.RL.8 (Not applicable to literature)				
7.RL.9	7.RL.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 to understanding how authors of fiction use or alter history.	Change	Re-written	1 (improving clarity)	We removed wordiness to the standard.
7.RL.10	7.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support scaffolding as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.	Proposed Change	Re-written	2 (adding critical content & skill)	We wanted to highlight the importance of student choice and independent reading.
7.RI.1	7.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.	Keep			
7.RI.2	7.RI.2 Determine two or more central ideas in a text. and a. Analyze their development over the course of the text; b. Provide an objective summary of the text.	Propose Change	Removed; Rewritten	1 (improving clarity)	Dividing the standard into an "a" and a "b" makes the standard clearer.

7.RI.3	7.RI.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).	Keep			
7.RI.4	7.RI.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 how a specific word choice on affects meaning and tone.	Propose Change	Removed; Re-written	1 (improving clarity)	We want students to focus on the relationship between word choice and tone at a more basic level since this is their introduction to tone.
7.RI.5	7.RI.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.	Keep			
7.RI.6	7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position viewpoint from that of others.	Propose Change	Removed; Re-written	1 (improving clarity); 3 (making connections across grades)	Eighth grade's standard uses the term "viewpoint." "Position" gives the idea of analyzing an argument.
7.RI.7	7.RI.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).	Keep			
7.RI.8	7.RI.8 Trace and evaluate the argument and specific claims in a text; a. assess whether the reasoning is sound and b. assess whether the evidence is relevant and sufficient to support the claims.	Propose Change	Re-written	1 (improving clarity)	We visited with 8th grade and wanted consistency between the 7th and 8th grade standards. Using an "a" and a "b" also clarifies the specific skills of the standard.

7.RI.9	7.RI.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.	Keep			
7.RI.10	7.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support scaffolding as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.	Propose Change	Re-written	2 (adding critical content & skill)	We wanted to highlight the importance of student choice and independent reading.
7.W.1	7.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Propose change	Re-written	1- improving clarity; 3- connections across grade levels	We made changes for consistency across grade levels.

7.W.2	<p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	Propose Change	Re-written	1 - Improving clarity	We decided to change the gerund to an infinitive for clarity.
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7.W.3	<p>7.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).</p>	Propose Change	Re-written	1 - Improving clarity; 3- Making connections across grades	Not all narratives end reflectively, so the change gives students more options for ending their narratives. We also aligned more with 6th and 8th grades.
7.W.4	<p>7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	Keep			

7.W.5	<p>7.W.5 With some guidance and support from peers and adults, Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p>	Propose Change	Re-written	3-making connections across grade levels	During 6-12 vertical alignment discussion, we decided to use consistency across grade levels.
7.W.6	<p>7.W.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; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting. , including linking to and citing sources.</p>	Propose Change	Removed	1-Improving Clarity; 3-critical content	The end of the standard seems redundant. Also the standard carries through expectations set earlier with keyboarding and single-sitting writing expectations. There will need to be focused attention on the unpacked standards.
7.W.7	<p>7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	Keep (see summary column)			The 6th grade unpacked standards actually align better than the current 7th grade unpacked standards. Perhaps there needs to be specific examples of projects.
7.W.8	<p>7.W.8 Gather relevant information from multiple print and digital sources; a. Use ing search terms effectively; b. Assess the credibility and accuracy of each source; and c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism; and d. Following a standard format for citation.</p>	Propose Change	Re-written; Broken Up	1-Improving Clarity	We broke down the standard into a's, b's, etc. for clarity and consistency; grade levels below and above 7th grade did so as well.

7.W.9	<p>7.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards for literature to literature writing (e.g., “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”).</p> <p>b. Apply grade 7 Reading standards for informational texts to literary nonfiction writing (e.g., “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”).</p>	Propose Change	Removed; Re-written	1-Improving Clarity	We felt that even though this was a writing standard, there may be confusion about how the writing connects to reading. We feel the examples lend clarity to teachers and should be kept.
7.W.10	<p>7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (in a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	Propose Change	Re-written	1-improved clarity; 3-grade level consistency	During 6-12 vertical alignment discussion, we decided to use consistency across grade levels.

7.L.1	<p>7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence. d. Recognize ing and correct ing misplaced and dangling modifiers.</p> <p>d. Recognize ing and correct ing-misplaced and dangling modifiers.</p>	Propose change	Re-written	1-improving clarity; 3-connecting language among grade levels	6th and 8th use "recognize" mistakes/errors within their standards, so we liked adding the consistency.
7.L.2	<p>7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly; consult references as needed.</p>	Propose Change	Re-written	2-add critical content & skill	We like the idea 9-10 suggested and that 5th currently uses of students' using reference materials to help with spelling.
7.L.3	<p>7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	Keep			

7.L.4	<p>7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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.</p> <p>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).</p>	Propose Change	Re-written	3 Making connections across Grades	We wanted to be consistent with 6th and 8th grades.
7.L.5	<p>7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech, including allusions (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	Propose Change	Re-written	1-improving clarity	We felt if allusions are supposed to be taught as a figure of speech, 7th grade was a developmentally appropriate level to introduce the concept. It's implied that other figures of speech may also need to be addressed, based on students' prior knowledge.

7.L.6	7.L.6 Acquire and use accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Propose Change	Re-written	1-improving clarity	We looked at and built on what 9-10 used for the slight language change and felt the wording was clearer.
7.RH.1	7.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	Keep			
7.RH.2	7.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Keep			
7.RH.3	7.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, etc.).	Propose Change	Re-written	1 (improving clarity)	Since the standard is for 6-8, the "etc." leaves the possibilities more wide open.
7.RH.4	7.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Keep			
7.RH.5	7.RH.5 Describe how a text presents information- (e.g., sequentially, comparatively, causally). Describe the organization of a text (e.g., sequence, comparison/contrast, cause/effect).	Propose Change	Re-written	1 (improving clarity)	We wanted to align more with 9-12 and clarify the emphasis on text structure.
7.RH.6	7.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts, etc.).	Propose Change	Re-written	1 (improving clarity)	Since the standard is for 6-8, the "etc." leaves the possibilities more wide open.

7.RH.7	7.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps, etc.) with other information in print and digital texts.	Propose Change	Re-written	1 (improving clarity)	Since the standard is for 6-8, the "etc." leaves the possibilities more wide open.
7.RH.8	7.RH.8 Distinguish among fact, opinion, bias , and reasoned judgment in a text.	Propose Change	Re-written	2 (adding a critical & related skill)	We added "bias" for a critical skill.
7.RH.9	7.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	Keep			
7.RH.10	7.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Keep			
7.RST.1	7.RST.1 Cite specific textual evidence to support analysis of science and technical texts.	Keep			
7.RST.2	7.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Keep			
7.RST.3	7.RST.3 Read and follow precisely follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Propose Change	Re-written	2 (adding a critical skill)	We wanted the standard to emulate the reading standard.

7.RST.4	7.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Keep			
7.RST.5	7.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Keep			
7.RST.6	7.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Keep			
7.RST.7	7.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table, etc.).	Propose Change	Re-written	1 (improving clarity)	Since the standard is for 6-8, the "etc." leaves the possibilities more wide open.
7.RST.8	7.RST.8 Distinguish among facts, reasoned judgment based on research findings, bias , and speculation in a text.	Propose Change	Re-written	2 (adding a critical skill)	We are adding a critical skill involving bias.
7.RST.9	7.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.	Keep			

7.RST.10	7.RST.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Keep			
7.WHST.1	<p>7.WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>f. Avoid plagiarism</p>	Propose Change	Re-written	1 (improved clarity) 2 (added skill)	We added clarifying language and the skill of avoiding plagiarism.

7.WHST.2	<p>7.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	Keep			
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7.WHST.3	7.WHST.3 Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.				
7.WHST.4	7.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Keep			
7.WHST.5	7.WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Propose Change	Re-written	2-adding a critical skill	We added "drafting" to mirror the ELA writing standard change.
7.WHST.6	7.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Keep			

7.WHST.7	7.WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Keep			
7.WHST.8	7.WHST.8 Gather relevant information from multiple print and digital sources. a. Use using search terms effectively; b. Assess the credibility and accuracy of each source; and c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Propose Change	Broken up	1- improving clarity	Breaking down the specific skills clarifys what students should do as they gather information.
7.WHST.9	7.WHST.9 Draw relevant evidence from informational texts and/or literary fiction or nonfiction texts to support written analysis, reflection, and research.	Propose Change	Re-written	1- improving clarity	We wanted to clarify that teachers could utilize literary fiction or nonfiction to meet this standard; also, even though this is a writing standard, we added "written" to reinforce the type of analysis that should occur.
7.WHST.10	7.WHST.10 Write routinely over extended time frames (time for research , reflection and revision) and shorter time frames (in a single sitting or in a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Propose Change	Re-written	1- improving clarity; 2- adding critical content	We specified that students might be writing for research purposes in addition to reflection and revision purposes. We added "in" for the sake of clarity.