



# Core Content Connectors

## 2021

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### **7<sup>th</sup> Grade**

English Language Arts

Montana Office of Public Instruction  
High Academic Standards For Students

## 7<sup>th</sup> Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Montana Content Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Montana Content Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment. These standards reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (See IEFA; [MCA 20-1-501 Article X](#); resources; and materials).

### Reading Standards for Literature

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze the interaction of literary elements, such as setting, characters, plot, theme, etc. to consider the impact one element might have on another
- Determine the central idea or theme of a text as well as write an objective summary
- Analyze intentional author choice by comparing and contrasting characters, points of view, structures, mediums and citing evidence to support analysis
- Compare and contrast a written form of text to an audio, visual, or staged version of the text
- Determining and analyze the impact of specific word choices on meaning and tone

### Reading Standards for Informational

- Analyze the interaction between/among individuals, events, and ideas presented in a variety of informational texts
- Cite appropriate textual evidence to support inference drawn from informational texts, as well as writing effective objective summaries of the text
- Analyze claims by evaluating the supporting reasoning and evidence presented in a text
- Analyze and evaluate how different authors present the same subject/topic through varying mediums

### Writing Standards

- Develop and produce clear and coherent writing for a variety of tasks, purposes, and audiences using argumentative, informational, and narrative writing types
- Develop arguments supported with reasoning and evidence gathered from multiple credible print and digital resources
- Begin to acknowledge opposing viewpoints in writing
- Routinely plan, draft, revise and edit writing tasks

### Speaking and Listening Standards

- Collaboratively discuss and analyze a variety of subjects
- Develop and practice respectful communication skills in order to clarify, extend, and challenge presented information
- Present arguments and information, incorporating multimedia and other visual/audio elements as appropriate to meet the needs of the audience and purpose

### Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Choose among simple, compound, complex, and compound-complex sentence structures to signal differing relationships among ideas
- Apply various strategies to determine the meaning of unknown words, phrases, and figurative language

	Montana's English Language Arts Content Standards – 7 <sup>th</sup> Grade
	Reading Standards for Literature
	Key Ideas and Details
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</b> <b>7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.</b>
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. <b>7.RL.i3 Determine the theme or central idea of a text.</b> <b>7.RL.j1 Analyze the development of the theme or central idea over the course of the text.</b>
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). <b>7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</b> <b>7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>
	Craft and Structure
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including 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. <b>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b> <b>7.RWL.l1 Identify alliteration within text.</b> <b>7.RWL.l2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.</b>
RL.7.5	Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning. <b>7.RL.l1 Examine how the structure of a poem or drama adds to its meaning.</b>
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <b>7.RL.m1 Compare and contrast the points of view of different characters in the same text.</b>
	Integration of Knowledge and Ideas
RL.7.7	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). <b>7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums.</b> <b>7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.</b>
RL.7.8	(Not applicable to literature) <b>N/A</b>

RL.7.9	<p>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 and include texts that contain portrayals and/or accounts by and about American Indians.</p> <p><b>7.RL.m4 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.</b></p>
Range of Reading and Level of Text Complexity	
RL.7.10	<p>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.</p> <p><b>7.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b></p> <p><b>7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.</b></p>

	Montana's English Language Arts Content Standards – 7 <sup>th</sup> Grade
	Reading Standards for Informational Text
	Key Ideas and Details
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</b>
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. <b>7.RI.j2 Determine the central idea of a text.</b> <b>7.RI.j3 Analyze the development of the central idea over the course of the text.</b> <b>7.RI.j4 Provide/create an objective summary of a text.</b>
RI.7.3	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). <b>7.RI.j5 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).</b>
	Craft and Structure
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. <b>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b> <b>7.RWL.l3 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.</b>
RI.7.5	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. <b>7.RI.i1 Use signal words as a means of locating information.</b> <b>7.RI.i3 Outline a given text to show how ideas build upon one another.</b> <b>7.RI.k1 Determine the structure of a text.</b> <b>7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</b>
RI.7.6	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. <b>7.RI.k6 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.</b>
	Integration of Knowledge and Ideas
RI.7.7	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). <b>7.RI.l1 Compare/contrast how two or more authors write or present about the same topic.</b>

RI.7.8	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 and include texts by and about American Indians. <b>7.RI.k3 Identify an argument or claim that the author makes.</b> <b>7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.</b> <b>7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.</b>
RI.7.9	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 and include texts by and about American Indians. <b>7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</b> <b>7.RI.i1 Compare/contrast how two or more authors write about the same topic.</b> <b>7.RI.i2 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.</b>
Range of Reading and Level of Text Complexity	
RI.7.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7. <b>7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b> <b>7.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.</b>

	Montana's English Language Arts Content Standards – 7 <sup>th</sup> Grade
	Writing Standards
	Text Types and Purposes
W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), 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><b>7.WP.k1 Write an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.</b></p> <p><b>7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</b></p> <p><b>7.WP.l1 Write arguments to support claims with logical reasoning and relevant evidence from credible sources.</b></p> <p><b>7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.</b></p> <p><b>7.WP.m1 Maintain a consistent style and voice throughout writing.</b></p> <p><b>7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</b></p>
W.7.2	<p>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), graphics (e.g., charts, tables), 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> <p><b>7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</b></p> <p><b>7.WI.j3 Write an introduction that clearly previews information to follow.</b></p> <p><b>7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>7.WI.k1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</b></p> <p><b>7.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>7.WI.l2 Maintain a consistent style and voice throughout writing.</b></p> <p><b>7WI.n1 Provide a concluding statement or section that follows from and supports the information presented.</b></p> <p><b>7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</b></p>

	<b>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</b>
W.7.3	<p>Write narratives 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 techniques, such as dialogue, pacing, 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 sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.</b></p> <p><b>7.WL.k1 Organize ideas and event so that they unfold naturally.</b></p> <p><b>7.WL.k2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b></p> <p><b>7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b></p> <p><b>7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b></p> <p><b>7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</b></p> <p><b>7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.</b></p>
	Production and Distribution of Writing
W.7.4	<p>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> <p><b>7.WI.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (reader).</b></p> <p><b>7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</b></p> <p><b>7.WP.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</b></p>
W.7.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p> <p><b>7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</b></p> <p><b>7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</b></p>

	<p><b>7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p> <p><b>7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</b></p> <p><b>7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p>
W.7.6	<p>Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>7.WA3 Use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</b></p> <p><b>7.WA1 Develop sufficient keyboarding skills.</b></p>
	Research to Build and Present Knowledge
W.7.7	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation and include sources and/or topics by and about American Indians.</p> <p><b>7.WI.i5 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b></p>
W.7.8	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>7.WP.j3 List internet search terms for a topic of persuasive writing.</b></p> <p><b>7.WI.i1 List internet search terms for a topic of study.</b></p> <p><b>7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</b></p> <p><b>7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.</b></p> <p><b>7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>7.WP.j7 Use a standard format to write citations.</b></p> <p><b>7.WI.i4 Use a standard format to write citations.</b></p>
W.7.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a. Apply grade 7 Reading standards to literature.</b></p> <p><b>b. Apply grade 7 Reading standards to informational text and nonfiction.</b></p> <p><b>7.WA2 Provide evidence from grade appropriate literary or informational texts to support analysis, reflection, and research.</b></p>
	Range of Writing
W.7.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CCCs developed for this standard.</b></p>

	Montana's English Language Arts Content Standards – 7 <sup>th</sup> Grade
	Speaking and Listening Standards
	Comprehension and Collaboration
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <b>7.WP.j5 Describe how the claims within a speaker's argument match own argument.</b> <b>7.WP.i1 Discuss how own view or opinion changes using new information provided by others.</b>
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. <b>7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.</b> <b>7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.</b> <b>7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.</b>
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. <b>7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</b> <b>7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.</b>
	Presentation of Knowledge and Ideas
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. <b>7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</b> <b>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</b>
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. <b>7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</b>

SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) <b>No CCCs developed for this standard.</b>
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	Montana's English Language Arts Content Standards – 7 <sup>th</sup> Grade
	Language Standards
	Conventions of Standard English
L.7.1	<p>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, recognizing and correcting misplaced and dangling modifiers.</p> <p><b>7.WA.6 Use phrases and clauses accurately within a sentence.</b></p> <p><b>7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.</b></p>
L.7.2	<p>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., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Use correct spelling.</p> <p><b>7.WA.7 Use commas to separate coordinate adjectives.</b></p> <p><b>7.WA.8 Spell words correctly in writing.</b></p>
	Knowledge of Language
L.7.3	<p>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> <p><b>7.WL.n1 Use words, phrases, or gathered information to accurately reflect meaning.</b></p> <p><b>7.WA.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.</b></p>
	Vocabulary Acquisition and Use
L.7.4	<p>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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>b. 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>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.</p> <p><b>7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrases.</b></p> <p><b>7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</b></p> <p><b>7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</b></p> <p><b>7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</b></p> <p><b>7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</b></p>

L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, religious, 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> <p><b>7.RWL.k1 Identify allusion within a text or media.</b></p> <p><b>7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.</b></p> <p><b>7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</b></p> <p><b>7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</b></p> <p><b>7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin).</b></p> <p><b>7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.</b></p>
L.7.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</b></p> <p><b>7.RWL.i1 Use general academic and domain specific words and phrases accurately.</b></p>