

## Summary of Changes Document 2010 AZ English Language Arts Standards

### Grade 7 Reading Standards for Literature

AZ Strand, Concept, PO	ELA Cluster Key Ideas and Details	Movement
	7.RL.1: n/a	
R09.S2C1.01: Describe the author’s use of literary elements: <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and plot (exposition, conflict, rising action, climax, falling action, and resolution).</li> </ul>	7.RL.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.	From G9 to G7
	7.RL.3: n/a	
	<b>Craft and Structure</b>	
R09.S1C4.03: Distinguish between the denotative and connotative meanings of words.	7.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; 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.	From G9 to G7
R08.S2C1.07: Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).	7.RL.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	From G8 to G7
	7.RL.6: n/a	
	<b>Integration of Knowledge and Ideas</b>	
	7.RL.7: n/a	
	7.RL.8: n/a	
R08.S2C1.02: Compare and (contrast) themes across works of prose, poetry, and drama. R09.S2C1.03: Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare-short stories, novels, short stories, poems). R09.S2C2.02: Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).	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 understanding how authors of fiction use or alter history.	From G9 to G7 From G8 to G7
	<b>Range of Reading and Level of Text Complexity</b>	
R03.S1C5.01: Consistently read grade-level text with at least 90 percent accuracy.	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 proficiently, with scaffolding as needed at the high end of the range.	From G3 to G7

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**Grade 7 Reading Standards for Informational Text**

<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
	<b>Key Ideas and Details</b>	
	7.RI.1-3: n/a	
	<b>Craft and Structure</b>	
R09.S1C4.03: Distinguish between the denotative and connotative meanings of words.	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 a specific word choice on meaning and tone.	From G9 to G7
R09.S3C1.07: Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).	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.	From G9 to G7
R06.S2C1.04: Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection. R08.S2C1.07: Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.	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 from that of others.	From G6 to G7 From G8 to G7
	<b>Integration of Knowledge and Ideas</b>	
	7.RI.7: n/a	
R08.S3C3.02: Evaluate the effectiveness of the facts used to support an author’s argument regarding a particular idea, subject, concept, or object. R09.S3C3.01: Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	7.RI.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.	From G8 to G7 From G9 to G7
	7.RI.9: n/a	
	<b>Range of Reading and Level of Text Complexity</b>	
R03.S1C5.01: Consistently read grade-level text with at least 90 percent accuracy.	7.RI.10: By the end of the year, read and comprehend literary nonfiction in grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  AZ7.RI.10a: By the end of the year, read and comprehend informational and functional texts, including history/social studies, science, and technical texts, at the high end of grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	From G3 to G7

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Grade 7 Writing Standards		
AZ Strand, Concept, PO	ELA Cluster	Movement
	7.W.1-3: n/a	
	<b>Production or Distribution of Writing</b>	
	7.W.4-6: n/a	
	<b>Research to Build and Present Knowledge</b>	
	7.W.7-9: n/a	
	<b>Range of Writing</b>	
	7.W.10: n/a	
Grade 7 Speaking & Listening Standards		
	<b>Comprehension and Collaboration</b>	
LS.R3: Share ideas, information, opinions and questions LS.R5: Participate in group discussions. LS.F1: Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.	7.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics and texts</i> , building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> <li>a. Come to discussions prepared having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>	From GK to G7 From G1-3 to G7
	7.SL.2-3: n/a	
	<b>Presentation of Knowledge and Ideas</b>	
	7.SL.4: n/a	
LS.P1: Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.	7.SL.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	From GHS to G7
LS.F1: Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information. LS.P1: Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.	7.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	From G1-3 to G7 From GHS to G7

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**Grade 7 Language Standards**

AZ Strand, Concept, PO	ELA Cluster	Movement
<b>Conventions of Standard English</b>		
WHS.S2C6.11: Demonstrate control of grammar and usage in writing: <ul style="list-style-type: none"> <li>a. parts of speech</li> <li>b. verb forms and tenses</li> <li>c. subject/verb agreement</li> <li>d. pronoun/antecedent agreement</li> <li>e. parallel structure</li> <li>f. comparative and superlative degrees of adjectives</li> <li>g. modifier placement</li> <li>h. homonyms</li> </ul>	7.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>	From GHS to G7
	7.L.2: n/a	
	7.L.3: n/a	
<b>Vocabulary Acquisition and Use</b>		
R09.S1C4.03: Distinguish between the denotative and connotative meanings of words.	7.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>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.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>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.</li> <li>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).</li> </ul>	From G9 to G7
R09.S2C1.02: Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.	7.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>	
	7.L.6: n/a	