

DUSD Essential Standards for ELA

Seventh Grade

Arizona 7th Grade ELA Standards

Reading for Literature 24-31%	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.
	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
	RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	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 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.
	RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	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.
Reading for Informational Text 30-38%	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
	RI.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.
	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 specific word choices on meaning and tone.
	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.
	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.
	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.
Writing and Language 30-38%	W.1	Write arguments to support claims with clear reasons and relevant evidence.
	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.
	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).
	L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
	L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling.
Speaking and Listening 0-13%	SL.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.
	SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.