Submit comments on the draft NYS Grade 7 ELA Learning Standards

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	**Key Ideas and Details**	7.R.1		Cite the textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		7.R.2		Determine a central idea, and where applicable themes of a text and analyze their development over the course of the text and summarize supporting details and ideas.	New recommended Standard that combines Reading for Information and Reading for Literature.
		7.R.3		Analyze the interactions within a text. In informational texts, analyze how individuals, events, and ideas influence each other within a text. In literary texts, analyze how the elements of plot are related, affect one another, and contribute to meaning.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Craft and Structure	7.R.4		Determine the technical, connotative, and figurative meaning of words and phrases as they are used in both literary and informational texts and analyze the impact of word choice on meaning or tone/mood. Analyze the impact of rhyme on meaning and tone in a specific excerpt of a poem, story, drama, or text.	New recommended Standard that combines Reading for Information and Reading for Literature.

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READING STANDARDS	Craft and Structure	7.R.5		Analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of the ideas in both literary and informational texts.	New recommended Standard that combines Reading for Information and Reading for Literature.
		7.R.6		Determine an author's perspective or purpose in a text. In informational texts, analyze how the author distinguishes his or her position from that of others. In literary texts, analyze how an author develops and contrasts the perspectives of different characters or narrators.	New recommended Standard that combines Reading for Information and Reading for Literature.
		7.R.6.a		Analyze stories, drama, or poems by authors who represent diverse world cultures.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Integration of Knowledge and Ideas	7.R.7		Compare and contrast a written text with audio, filmed, staged, or multimedia versions in order to analyze the effects of techniques unique to each media and each medium's portrayal of the subject.	New recommended Standard that combines Reading for Information and Reading for Literature.
		7.R.8		Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	New recommended Standard that combines Reading for Information and Reading for Literature.

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READING STANDARDS	Integration of Knowledge and Ideas	7.R.9		Compare and contrast both literary and informational texts. In literary texts, compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period in order to understand how authors of fiction present history. In informational texts, analyze how two or more authors writing about the same topic shape their presentations of key information by identifying different evidence or different interpretation of facts.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Reading and Level of Text Complex	7.R.10		Text complexity standard moved to supporting guidance.	Text complexity standard moved to supporting guidance.
	Responding to Literature	7.R.11		Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.	New recommended Standard that combines Reading for Information and Reading for Literature.
		7.R.11.a		Self-select text based on personal preferences.	New recommended Standard that combines Reading for Information and Reading for Literature.

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READING STANDARDS	**Responding to Literature**	7.R.11.b		Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	New recommended Standard that combines Reading for Information and Reading for Literature.
WRITING STANDARDS	**Production, Range, and Distribution of Writing**	7.W.1		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	New recommended Standard for Writing.
		7.W.1a		Not applicable to this grade	New recommended Standard for Writing.
		7.W.1b		Use precise language and domain-specific vocabulary to inform about or explain the topic.	New recommended Standard for Writing.
		7.W.1c		Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	New recommended Standard for Writing.
		7.W.1d		Establish and maintain a formal style.	New recommended Standard for Writing.
		7.W.1e		Provide a concluding statement or section that supports the information or explanation presented.	New recommended Standard for Writing.

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WRITING STANDARDS	Production, Range, and Distribution of Writing	7.W.2		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.	New recommended Standard for Writing.
		7.W.3		Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.	New recommended Standard for Writing.
		7.W.4		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, including linking to and citing sources.	New recommended Standard for Writing.
	Research to Build Knowledge	7.W.5		Conduct research to answer questions, including self-generated questions, drawing on several sources and generating additional related, focused questions for further research and investigation.	New recommended Standard for Writing.
		7.W.6		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.	New recommended Standard for Writing.
		7.W.7		Draw evidence from literary or informational texts to support analysis, reflection, and research.	New recommended Standard for Writing.

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WRITING STANDARDS	**Text Types and Purposes**	7.W.8		Write arguments to support claims with clear reasons and relevant evidence.	New recommended Standard for Writing.
		7.W.8a		Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	New recommended Standard for Writing.
		7.W.8b		Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	New recommended Standard for Writing.
		7.W.9		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	New recommended Standard for Writing.
		7.W.9a		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.	New recommended Standard for Writing.
		7.W.9b		Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	New recommended Standard for Writing.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Text Types and Purposes**	7.W.10		Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing	New recommended Standard for Writing.
		7.W.10a		Engage and orient the reader by establishing a point of view and introducing a narrator and/or characters; organize an event sequence	New recommended Standard for Writing.
		7.W.10b		Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters	New recommended Standard for Writing.
		7.W.10c		Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	New recommended Standard for Writing.
		7.W.10d		Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	New recommended Standard for Writing.
		7.W.10e		Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	New recommended Standard for Writing.

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WRITING STANDARDS	**Text Types and Purposes**	7.W.11		Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.	New recommended Standard for Writing.
		7.W.11a		Make deliberate, personal, cultural, textual, and thematic connections across genres.	New recommended Standard for Writing.
		7.W.11b		Not applicable to this grade	New recommended Standard for Writing.
		7.W.11c		Not applicable to this grade	New recommended Standard for Writing.
		7.W.11d		Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	New recommended Standard for Writing.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	7.SL.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.	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.	Changed to remove examples. Committee recommends a separate section with examples/guidance.
		7.SL.1a	Come to discussion 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.	No change	
		7.SL.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Changed for clarity (norms used instead of rules).
		7.SL.1c	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.	No change	

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SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	7.SL.1d	Acknowledge new information expressed by others and, when warranted, modify their views.	Acknowledge new information expressed by others and, when warranted, modify personal views.	Changed to clarify language (removed pronouns).
		7.SL.1e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from diverse backgrounds.	Changed language for clarity and consistency across grades.
		7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Analyze the main ideas and supporting details presented in diverse formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Changes to language for clarity and consistency (removed word media).
		7.SL.2a	Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively	Removed-see note	Committee suggests that this standard belongs in a companion document.
		7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating for sound reasoning and the relevance and sufficiency of the evidence.	Changed language for clarity.

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Presentation of Knowledge and Ideas**	7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and relevant examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Changed for clarify (added "relevant" to the types of examples).
		7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	No change	
		7.SL.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 on page 66 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Changed to remove examples and reference to Language Standards. Committee recommends a separate section with examples/guidance.

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LANGUAGE	**Conventions of Standard English**	7.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change	
		7.L.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	Explain the function of phrases and clauses in general and in particular sentences.	Changed to clarify language; deleted "their function" in standard.
		7.L.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Choose simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Changed to clarify and simplify language.
		7.L.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Place phrases and clauses within a sentence; recognize and correct misplaced and dangling modifiers.*	Changed to clarify language (parallel structure).
		7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No change	
		7.L.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	No change	
		7.L.2b	Spell correctly.	Deleted	

* Begins in Grade 7 and continues as progressive skill

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LANGUAGE	**Knowledge of Language**	7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	No change	
		7.L.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	No change	
	Vocabulary Acquisition and Use	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.	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.	Changed to omit grade-specific language.
		7.L.4a	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.	No change	
		7.L.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	No change	
		7.L.4c	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.	No change	

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LANGUAGE	**Vocabulary Acquisition and Use**	7.L.4d	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).	No change	
		7.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	No change	
		7.L.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Interpret figures of speech, including allusions, in context.	Changed to include example as part of the standard.
		7.L.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	No change	
		7.L.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending).	Changed to remove examples (no need to clarify). Committee recommends a separate section with examples/guidance.
		7.L.6	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.	Acquire and accurately use general academic and domain-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Changed to clarify language; deleted “grade appropriate.

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