



**South Carolina College- and Career-Ready
Standards and Indicators for
Grade 7**

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

- 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

- 2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.1 Develop a plan of action by using appropriate discipline-specific strategies.
- 3.2 Examine historical, social, cultural, or political context to broaden inquiry.
- 3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
- 3.4 Organize and categorize important information, revise ideas, and report relevant findings.

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
- 4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
- 4.3 Reflect on findings and pose appropriate questions for further inquiry.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.
- 5.2 Employ past and present learning in order to monitor and guide inquiry.
- 5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Reading - Literary Text (RL)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine one or more themes and analyze the development; provide an objective summary.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.

7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.

Language, Craft, and Structure

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.

9.2 Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and tone.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and

jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use context clues to determine meanings of words and phrases.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.

12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.

Range and Complexity

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

13.1 Read independently for sustained periods of time to build stamina

13.2 Read independently for sustained periods of time to build stamina.

13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.

Reading - Informational Text (RI)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read grade-level text with purpose and understanding.

4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

Language, Craft, and Structure

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.

8.2 Determine the impact of text features and structures on an author's ideas or claim.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

10.1 Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 Determine the impact of text features and structures on an author's ideas or claims.

11.2 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.

Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

12.1 Engage in whole and small group reading with purpose and understanding.

12.2 Read independently for a sustained period of time.

12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing (W)

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Write arguments that:
- introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;
 - use relevant information from multiple print and multimedia sources;
 - support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;
 - use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
 - develop the claim providing credible evidence and data for each;
 - develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;
 - establish and maintain a formal style and objective tone; and
 - provide a concluding statement or section that follows from and supports the argument.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2.1 Write informative/explanatory texts that:
- introduce a topic clearly, previewing what is to follow;
 - use relevant information from multiple print and multimedia sources;
 - use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;
 - use credible sources;
 - include formatting, graphics, and multimedia to aid comprehension;
 - develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
 - develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - paraphrase, quote, and summarize to avoid plagiarism;
 - follow a standard format for citation;
 - use appropriate transitions to create cohesion and clarify the

- relationships among ideas and concepts;
- use precise language and domain-specific vocabulary to inform or explain the topic;
- establish and maintain a style and tone authentic to the purpose; and
- provide a concluding statement or section that follows and supports the information or explanation presented.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
- develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
 - 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;
 - use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;
 - use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;
 - develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
 - use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and
 - provide a conclusion that follows from and reflects on narrated experiences or events.

Language

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 4.1 When writing:
- show knowledge of the function of phrases and clauses in general and their function in specific sentences;
 - choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and

- c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.2 Use:

- a. a comma to separate coordinate adjectives; and
- b. a comma after introductory subordinate clauses..

Range and Complexity

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

Communication (C)

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.
 - 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.
 - 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.
- Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- 1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.
- 2.2 Analyze and evaluate the credibility of information and accuracy of findings.
- 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation..

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

- 3.2 Utilize multimedia to clarify information and strengthen claims or evidence.

Language, Craft, and Structure

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

- 4.1 Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 4.2 Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
- 4.3 Analyze the presentation to determine how the speaker:
 - a. articulates a clear message;
 - b. monitors audience awareness;

