

Main Criteria: Rhode Island World-Class Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 7

Correlation Options: Show Correlated

Rhode Island World-Class Standards

Language Arts

Grade: 7 - Adopted: 2021

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR

1.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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

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SPECIFIC
INDICATOR

1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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SPECIFIC
INDICATOR

1.c.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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SPECIFIC INDICATOR

1.d.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE

Craft and Structure

GSE STEM

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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DOMAIN

College and Career Readiness Anchor Standards for Reading

**STATEMENT
OF ENDURING
KNOWLEDGE**

Range of Reading and Level of Text Complexity

GSE STEM

10

Independently and proficiently read and comprehend complex literary and informational texts.

Fix It! Grammar

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DOMAIN

College and Career Readiness Anchor Standards for Writing

**STATEMENT
OF ENDURING
KNOWLEDGE**

Production and Distribution of Writing

GSE STEM

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

**STATEMENT
OF ENDURING
KNOWLEDGE**

Comprehension and Collaboration

GSE STEM 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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DOMAIN

College and Career Readiness Anchor Standards for Language

**STATEMENT
OF ENDURING
KNOWLEDGE**

Convention of Standard English

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GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE	Vocabulary Acquisition and Use
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Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Fix It! Grammar

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GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 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, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

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DOMAIN

Grade 7 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 7 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

Fix It! Grammar

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DOMAIN Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Fix It! Grammar

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DOMAIN Grade 7 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	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.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).

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DOMAIN

Grade 7 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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 clearly expressing their own.

SPECIFIC
INDICATOR

1.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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

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SPECIFIC
INDICATOR

1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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SPECIFIC
INDICATOR

1.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.

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SPECIFIC INDICATOR

1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR 1.a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

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INDICATOR 1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

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INDICATOR 1.d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

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DOMAIN Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.a. Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).

Fix It! Grammar

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SPECIFIC INDICATOR

2.b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

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DOMAIN

Grade 7 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC
INDICATOR

4.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.

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SPECIFIC
INDICATOR

4.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.

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SPECIFIC
INDICATOR

4.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).

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DOMAIN

Grade 7 Language Standards [L]

**STATEMENT
OF ENDURING
KNOWLEDGE**

Vocabulary Acquisition and Use

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Fix It! Grammar

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