



# Indiana Department of Education

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## **Indiana Academic Standards 2020 Grade Seven English/Language Arts Standards Correlation Guidance Document**

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE Literacy Framework provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Literature</b>		
<b>LEARNING OUTCOME FOR READING LITERATURE</b>		
<p><b>7.RL.1:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.</p>	<p><b>RL.7.10:</b> 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.</p>	<p>IAS clarifies the expectation that students are able to interact proficiently and independently at the middle of the range of complexity by the end of grade 7.</p>
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>		
<p><b>7.RL.2.1:</b> Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.</p>	<p><b>RL.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>IAS places the emphasis of the standard on analysis of the text, supported with textual evidence.</p>
<p><b>7.RL.2.2:</b> Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.</p>	<p><b>RL.7.2:</b> 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.</p>	<p>IAS shifts the focus from identifying the theme or central idea to analyzing how it is developed over the course of the text.</p>
<p><b>7.RL.2.3:</b> Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i>).</p>	<p><b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><i>No content differences identified.</i></p>

<p><b>7.RL.2.4</b> Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.</i></p>		
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>		
<p><b>7.RL.3.1:</b> Analyze how a work of literature’s structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.</p>	<p><b>RL.7.5:</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>IAS broadens the scope of the CCSS, requiring application of the standard beyond drama and poetry.</p>
<p><b>7.RL.3.2:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.</p>	<p><b>RL.7.6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><i>No content differences identified.</i></p>
<b>SYNTHESIS AND CONNECTION OF IDEAS</b>		
<p><b>7.RL.4.1:</b> Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in film</i>).</p>	<p><b>RL.7.7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p><i>No content differences identified.</i></p>
<p><b>7.RL.4.2:</b> 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.</p>	<p><b>RL.7.9:</b> 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.</p>	<p><i>No content differences identified.</i></p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Nonfiction</b>		
<b>LEARNING OUTCOME FOR READING NONFICTION</b>		
<p><b>7.RN.1:</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.</p>	<p><b>RI.7.10:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>IAS clarifies the expectation that students are able to interact proficiently and independently at the middle of the range of complexity by the end of grade 7.</p>
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>		
<p><b>7.RN.2.1:</b> Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.</p>	<p><b>RI.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>IAS places the emphasis of the standard on analysis of the text, supported with textual evidence.</p>
<p><b>7.RN.2.2:</b> Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.</p>	<p><b>RI.7.2:</b> 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.</p>	<p>IAS shifts the focus from identifying central ideas to analyzing how they are developed over the course of the text.</p>
<p><b>7.RN.2.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i>).</p>	<p><b>RI.7.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i>).</p>	<p><i>No content differences identified.</i></p>
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>		
<p><b>7.RN.3.1:</b> Students should continue to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 5</p> <p><i>Apply knowledge of text features in multiple print and digital sources to locate</i></p>	<p><i>No CCSS equivalent.</i></p>	

<i>information, gain meaning from a text, or solve a problem.</i>		
<b>7.RN.3.2:</b> 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.	<b>RI.7.5:</b> 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.	<i>No content differences identified.</i>
<b>7.RN.3.3:</b> Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	<b>RI.7.6:</b> 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.	IAS utilizes the term “perspective.”
<b>CONNECTION OF IDEAS</b>		
<b>7.RN.4.1:</b> 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, noting instances of bias and stereotyping.	<b>RI.7.8:</b> 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.	IAS increases the expectation, requiring students to note “instances of bias and stereotyping.”
<b>7.RN.4.2:</b> Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i> ).	<b>RI.7.7:</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<i>No content differences identified.</i>
<b>7.RN.4.3:</b> 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.	<b>RI.7.9:</b> 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.	<i>No content differences identified.</i>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Vocabulary</b>		
<b>LEARNING OUTCOMES FOR READING VOCABULARY</b>		
<p><b>7.RV.1:</b> Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L.7.6:</b> 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.</p>	<p>IAS refers to “content-specific” rather than “domain-specific” words and phrases.</p>
<b>VOCABULARY BUILDING</b>		
<p><b>7.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.</p>	<p><b>L.7.4.A:</b> 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.</p>	<p><i>No content differences identified.</i></p>
<p><b>7.RV.2.2:</b> Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words.</p>	<p><b>L.7.5.B:</b> Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words.</p>	<p><i>No content differences identified.</i></p>
<p><b>7.RV.2.3:</b> Distinguish among the connotations of words with similar denotations.</p>	<p><b>L.7.5.C:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><i>No content differences identified.</i></p>
<p><b>7.RV.2.4:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent, bellicose, rebel</i>).</p>	<p><b>L.7.4.B:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p>	<p><i>No content differences identified.</i></p>

<p><b>7.RV.2.5:</b> Consult general and specialized reference materials, both print and digital (e.g., <i>dictionary, thesaurus, style guide</i>), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.</p>	<p><b>L.7.4.C:</b> 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.</p>	<p>IAS increases the expectation by incorporating style guides as appropriate reference materials and integrates into the expectation the aspect of word origin.</p>
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**VOCABULARY IN LITERATURE AND NONFICTION TEXTS**

<p><b>7.RV.3.1:</b> Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i>) on or within a story, poem, or play.</p>	<p><b>RL.7.4:</b> 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., <i>alliteration</i>) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>IAS broadens the expectation, requiring students to apply analysis beyond a specific section of a story, poem, or play.</p>
<p><b>7.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>RI.7.4:</b> 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.</p>	<p><i>No content differences identified.</i></p>
<p><b>7.RV.3.3:</b> Interpret figures of speech (e.g., <i>allusions</i>) in context.</p>	<p><b>L.7.5.A:</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p><i>No content differences identified.</i></p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Writing</b>		
<b>LEARNING OUTCOME FOR WRITING</b>		
<p><b>7.W.1:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<p><b>W.7.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.7.9.A:</b> Apply grade 7 Reading standards to literature (e.g., "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.").</p> <p><b>W.7.9.B:</b> Apply grade 7 Reading standards to literary nonfiction (e.g. "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.").</p> <p><b>W.7.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>No content differences identified.</i></p>



## HANDWRITING

<p><b>7.W.2</b> Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4</p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>	<p><i>No CCSS equivalent.</i></p>	
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## WRITING GENRES

<p><b>7.W.3.1:</b> Write <b>arguments</b> in a variety of forms that –</p> <ul style="list-style-type: none"><li>a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li><li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>c. Establish and maintain a consistent style and tone appropriate to purpose and audience.</li><li>d. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li><li>e. Provide a concluding statement or section that follows</li></ul>	<p><b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.7.1.A:</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>W.7.1.B:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>W.7.1.C:</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p><b>W.7.1.D:</b> Establish and maintain a formal style.</p> <p><b>W.7.1.E:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>IAS requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.</p>
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<p>from and supports the argument presented.</p>		
<p><b>7.W.3.2:</b> Write <b>informative</b> compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>e. Establish and maintain a style appropriate to purpose and audience.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>W.7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.7.2.A:</b> 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.</p> <p><b>W.7.2.B:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>W.7.2.C:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>W.7.2.D:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.7.2.E:</b> Establish and maintain a formal style.</p> <p><b>W.7.2.F:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>IAS requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.</p>

<p><b>7.W.3.3:</b> Write <b>narrative</b> compositions in a variety of forms that –</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>b. Organize an event sequence (e.g., <i>conflict</i>, <i>climax</i>, <i>resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ol>	<p><b>W.7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>W.7.3.A:</b> 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.</p> <p><b>W.7.3.B:</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>W.7.3.C:</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>W.7.3.D:</b> relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>W.7.3.E:</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>IAS requires students to provide an ending rather than a conclusion to account for the possibility of narrative writing to end without a resolution.</p>
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## THE WRITING PROCESS

<p><b>7.W.4:</b> Apply the <b>writing process</b> to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ol style="list-style-type: none"> <li>a. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>b. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.</li> </ol>	<p><b>W.7.5:</b> With some guidance and support from peers and adults, 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.</p> <p><b>W.7.6:</b> 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.</p>	<p>IAS does not address citing sources in this standard. It is addressed in 7.W.5.</p>
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## THE RESEARCH PROCESS

<p><b>7.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ol style="list-style-type: none"> <li>a. Formulate a research question.</li> <li>b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> <li>c. Assess the credibility and accuracy of each source.</li> <li>d. Quote or paraphrase the information and conclusions of others.</li> </ol>	<p><b>W.7.7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>W.7.8:</b> 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.</p>	<p>IAS includes the expectations that students formulate a research question and present information, choosing from a variety of formats.</p>
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<p>e. Avoid plagiarism and follow a standard format for citation.</p> <p>f. Present information, choosing from a variety of formats.</p>		
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
<p><b>7.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>	<p><b>L.7.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p><i>No content differences identified.</i></p>
<p>a. Pronouns- Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery 6:</p> <ul style="list-style-type: none"> <li>● <i>Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i></li> </ul>	<p><i>No CCSS equivalent.</i></p>	
<p>b. Verbs- Recognizing and correcting problems with subject/verb agreement.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>c. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 4</p> <ul style="list-style-type: none"> <li>● <i>Writing sentences using relative adverbs (e.g., where,</i></li> </ul>	<p><i>No CCSS equivalent.</i></p>	

<i>when) and explaining their functions in the sentence.</i>		
d. Phrases and Clauses - Recognizing and correcting misplaced and dangling modifiers.	<b>L.7.1.C:</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<i>No content differences identified.</i>
e. Usage- Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	<b>L.7.1.B:</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	IAS adds attention to fragments and run-ons, as well as varying sentence patterns.
<b>7.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<b>L.7.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>No content differences identified.</i>
a. Capitalization—Students are expected to build upon and continue applying conventions learned previously.  Grade of Mastery: 5  • <i>Applying correct usage of capitalization in writing.</i>	<i>No CCSS equivalent.</i>	
b. Punctuation- Using commas with subordinate clauses.	<b>L.7.2.A:</b> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	IAS shifts the focus of the expectation to using commas with subordinate clauses.
c. Spelling –Students are expected to build upon and	<b>L.7.2.B:</b> Spell correctly.	<i>No content differences identified.</i>

continue applying conventions  
learned previously.

Grade of Mastery: 5

*Applying correct spelling patterns and  
generalizations in writing.*

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Speaking and Listening</b>		
<b>LEARNING OUTCOME FOR SPEAKING AND LISTENING</b>		
<p><b>7.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><b>SL.7.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>IAS requires students to adjust register to communicate effectively with a variety of audiences and for different purposes rather than demonstrate command of “formal” English.</p>
<b>DISCUSSION AND COLLABORATION</b>		
<p><b>7.SL.2.1:</b> Engage effectively in a range of collaborative discussions (e.g., <i>one-on-one, in groups, and teacher-led</i>) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.</p>	<p><b>SL.7.1:</b> 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.</p>	<p><i>No content differences identified.</i></p>
<p><b>7.SL.2.2:</b> Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p>	<p><b>SL.7.1.A:</b> 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.</p>	<p>IAS shifts the focus of the expectation to referencing specific materials used to prepare for discussions and increases the expectation by requiring students to investigate ideas under discussion.</p>
<p><b>7.SL.2.3:</b> Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.7.1.B:</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><i>No content differences identified.</i></p>
<p><b>7.SL.2.4:</b> 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.</p>	<p><b>SL.7.1.C:</b> 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.</p>	<p><i>No content differences identified.</i></p>



<b>7.SL.2.5:</b> Acknowledge new information expressed by others, and consider it in relation to one's own views.	<b>SL.7.1.D:</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	IAS requires students to consider new ideas in relation to their own views rather than to modify their own views.
<b>COMPREHENSION</b>		
<b>7.SL.3.1:</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i> ) and explain how the ideas clarify a topic, text, or issue under study.	<b>SL.7.2:</b> 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.	<i>No content differences identified.</i>
<b>7.SL.3.2:</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.	<b>SL.7.3:</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<i>No content differences identified.</i>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>		
<b>7.SL.4.1:</b> 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.	<b>SL.7.4:</b> 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.	<i>No content differences identified.</i>
<b>7.SL.4.2:</b> Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	<b>SL.7.5:</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	IAS adds "create engaging presentations."
<b>7.SL.4.3:</b> Students are expected to build upon and continue applying concepts learned previously.  Grade of Mastery: 2  <i>Give and follow multi-step directions.</i>	<i>No CCSS equivalent.</i>	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Media Literacy</b>		
<b>LEARNING OUTCOME FOR MEDIA LITERACY</b>		
<b>7.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	No CCSS equivalent.	
<b>MEDIA LITERACY</b>		
<b>7.ML.2.1:</b> Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	No CCSS equivalent.	
<b>7.ML.2.2:</b> Analyze the ways that the media use words and images to attract the public's attention.	No CCSS equivalent.	

<b>Unaligned CCSS</b>
<b><i>The following CCSS are not aligned to Indiana Academic Standards in grade seven.</i></b>
<b>W.7.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>L.7.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>L.7.3.A:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>L.7.4:</b> 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.
<b>L.7.4.D:</b> 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).
<b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.