Indiana Academic Standards English Language Arts: Grade 7 Crosswalk

2014 Standard Language	2020 Standard Language	Changes
Reading: Literature		
Learning Outcome 7.RL.1 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.	Learning Outcome 7.RL.1 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.	No change
7.RL.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	7.RL.2.1 Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.	Language Change
7.RL.2.2 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.	7.RL.2.2 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.	No change
7.RL.2.3 Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	7.RL.2.3 Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	No change
7.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.	7.RL.2.4 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2	Added in the language of the standard being referenced

	Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.	
7.RL.3.1 Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	7.RL.3.1 Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	No change
7.RL.3.2 Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	7.RL.3.2 Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	No change
7.RL.4.1 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., lighting, sound, color, or camera focus and angles in a film).	7.RL.4.1 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., lighting, sound, color, or camera focus and angles in film).	No change
7.RL.4.2 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.	7.RL.4.2 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.	No change
Reading: Nonfiction		
Learning Outcome 7.RN.1 Read a variety of nonfiction within a range of	Learning Outcome 7.RN.1 Read a variety of nonfiction within a range of	No change

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.	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.	
7.RN.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	7.RN.2.1 Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.	Language Change
7.RN.2.2 Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	7.RN.2.2 Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	No change
7.RN.2.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7.RN.2.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	No change
7.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.	7.RN.3.1 Students should continue to build upon and continue applying concepts learned previously. Grade of Mastery: 5 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Added in the language of the standard being referenced
7.RN.3.2 Analyze the structure an author uses to organize a	7.RN.3.2 Analyze the structure an author uses to organize a	No Change

text, including how the major sections contribute to the whole and to the development of the ideas.	text, including how the major sections contribute to the whole and to the development of the ideas.	
7.RN.3.3 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.	7.RN.3.3 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.	No Change
7.RN.4.1 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.	7.RN.4.1 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.	No change
7.RN.4.2 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., how the delivery of a speech affects the impact of the words).	7.RN.4.2 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., how the delivery of a speech affects the impact of the words).	No change
7.RN.4.3 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.	7.RN.4.3 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.	No change

Reading: Vocabulary

Learning Outcome	Learning Outcome	
7.RV.1 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.	7.RV.1 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.	No change
7.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	7.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	No change
7.RV.2.2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	7.RV.2.2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	No change
7.RV.2.3 Distinguish among the connotations of words with similar denotations.	7.RV.2.3 Distinguish among the connotations of words with similar denotations.	No change
7.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	7.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	No change
7.RV.2.5 Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	7.RV.2.5 Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	No change

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7.RV.3.1 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., alliteration) within a story, poem, or play.	7.RV.3.1 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., alliteration) on or within a story, poem, or play.	Added "on"
7.RV.3.2 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.	7.RV.3.2 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.	No change
7.RV.3.3 Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.	7.RV.3.3 Interpret figures of speech (e.g., allusions) in context.	Reduced e.g. to only allusions
Writing		
Learning Outcome 7.W.1 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.	Learning Outcome 7.W.1 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.	No change
7.W.2 Students are expected to build upon and continue applying concepts learned previously.	7.W.2 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4	Added the language of the standard being referenced

	Write legibly in print or cursive, forming letters and words that can be read by others.	
7.W.3.1 Write arguments in a variety of forms that – a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Establish and maintain a consistent style and tone appropriate to purpose and audience. d. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.	7.W.3.1 Write arguments in a variety of forms that – a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Establish and maintain a consistent style and tone appropriate to purpose and audience. d. Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.	No change
7.W.3.2 Write informative compositions in a variety of forms that – 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., headings),	7.W.3.2 Write informative compositions in a variety of forms that – 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., headings),	No change

graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. e. Establish and maintain a style appropriate to purpose and audience. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. e. Establish and maintain a style appropriate to purpose and audience. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
7.W.3.3 Write narrative compositions in a variety of forms that – a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and	7.W.3.3 Write narrative compositions in a variety of forms that – a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and	No change

logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows from and reflects on the narrated experiences or events.	logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows from and reflects on the narrated experiences or events.	
7.W.4 Apply the writing process to – 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. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	7.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative – 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. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources	Added the direction to apply the writing process to all styles of formal writing

7.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats.	7.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats.	No change
7.W.6.1 Demonstrate command of English grammar and usage, focusing on: a. Pronouns – Students are expected to build upon and continue applying conventions learned previously. b. Verbs – Recognizing and correcting problems with subject/verb agreement. c. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. d. Phrases and Clauses – Recognizing and correcting	7.W.6.1 Demonstrate command of English grammar and usage, focusing on: a. Pronouns- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery 6: ● 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	Added the language of the standard being referenced

misplaced and dangling modifiers.
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.
	antecedents).
	b. Verbs- Recognizing and correcting problems with subject/verb agreement.
	c. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.
	   Grade of Mastery: 4
	     ● Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.
	d. Phrases and Clauses - Recognizing and correcting misplaced and dangling modifiers.
	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.	

7.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
a, Capitalization – Students are expected to build upon and continue applying conventions learned previously.
b. Punctuation – Using commas with subordinate clauses.
c. Spelling – Students are expected to build upon and
	7.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
	a. Capitalization–Students are expected to build upon and continue applying conventions learned previously.
	   Grade of Mastery: 5
	     ● Applying correct usage of capitalization in writing.
	b. Punctuation –Using commas
		Added the language of the standard being referenced

continue applying conventions learned previously	with subordinate clauses.
	c. Spelling –Students are expected to build upon and continue applying conventions learned previously.
	    Grade of Mastery: 5
	      ● Applying correct spelling patterns and generalizations in writing.	

Speaking and Listening		
Learning Outcome 7.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	Learning Outcome 7.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	No Change
7.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	7.SL.2.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	No change
7.SL.2.2 Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	7.SL.2.2 Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	No change
7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	No change

7.SL.2.4 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.	7.SL.2.4 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
7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.	7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.	No change
7.SL.3.1 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.	7.SL.3.1 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.	No change
7.SL.3.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7.SL.3.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.	Language Change
7.SL.4.1 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.	7.SL.4.1 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.	No change
7.SL.4.2 Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize	7.SL.4.2 Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize	No change

salient points.	salient points.	
7.SL.4.3 Students are expected to build upon and continue applying concepts learned previously.	7.SL.4.3 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions	Added language from the standard referenced
Media Literacy		
Learning Outcome 7.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	Learning Outcome 7.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	No change
7.ML.2.1 Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	7.ML.2.1 Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	No change
7.ML.2.2 Analyze the ways that the media use words and images to attract the public's attention.	7.ML.2.2 Analyze the ways that the media use words and images to attract the public's attention.	No change