

Grade 7 – Analysis of Similarities and Differences
South Carolina College- and Career-Ready Standards **Common Core State Standards**

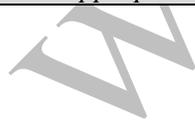
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	
Standard 2: Transact with 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 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, 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 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.	

Working Document

Reading – Literary Text (RL)	Reading (R)
Principles of Reading	Reading: Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<p><i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.</p>	
<p><i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</p>	
<p><i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.</p>	
<p><i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<p><i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	
<p><i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	
<p><i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	
<p><i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	

<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	
<p>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</p>	
<p>3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	
<p>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</p>	
<p>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	
<p>3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words.</p>	



Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Read grade-level text with purpose and understanding.</i>	
4.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 4 <i>Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</i>	
4.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	
(RL) Meaning and Context	(R) Key Ideas and Detail
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Make predictions before and during reading; confirm or modify thinking.</i>	
Standard 6: Summarize key details and ideas to support analysis of thematic development.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Determine one or more themes and analyze the development; provide an objective summary.	RL.7.2 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.

(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.	RL.7.7 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.
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.	RL.7.9 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.
(RL) Meaning and Context	(R) Key Ideas and Details
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
(RL) Language, Craft, and Structure	(R) 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.	Anchor Standard 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.
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.	RL.7.4 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., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
9.2 Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.	

(RL) Language, Craft, and Structure	(L) Vocabulary Acquisition and Use
<p>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.</p>	<p>Anchor Standard 4: 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.</p> <p>Anchor Standard 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 when encountering an unknown term important to comprehension or expression.</p>
<p>10.1 Use context clues to determine meanings of words and phrases.</p>	<p>L.7.4.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.</p>
<p><i>10.2 Students are expected to build upon and continue applying previous learning.</i> Grade 4 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>	<p>L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>
<p><i>10.3 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</p>	
<p><i>10.4 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.</p>	
<p><i>10.5 Students are expected to build upon and continue applying previous learning.</i> Grade 5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>	<p>L.7.4.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.</p>

<p>10.6 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>	<p>L.7.6 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.</p>
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
11.1 Analyze how the author’s development of perspectives between the characters and the reader create suspense or humor.	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<p>11.2 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 3 Compare and contrast the reader’s point of view to that of the narrator or a character.</p>	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.	RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.	
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
(RI) Language, Craft, and Structure	(R) Integration of Knowledge and Ideas
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
(RL) Range and Complexity	(R) Range of Reading and Level of Text 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 and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Working

Reading - Informational Text (R)	Reading (R)
Principles of Reading	Foundational Skills
<p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p>	
<p><i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.</p>	
<p><i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</p>	
<p><i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.</p>	
<p><i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet</p>	
<p>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</p>	
<p><i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	
<p><i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	
<p><i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	
<p><i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	

<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	
<p>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</p>	
<p>3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	
<p>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</p>	
<p>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	
<p>3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words.</p>	
<p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>4.1 Read grade-level text with purpose and understanding.</p>	
<p>4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	
<p>4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	

(RI) Meaning and Context	(R) Key Ideas and Details
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>	
Standard 6: Summarize key details and ideas to support analysis of central ideas.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	RI.7.2 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.
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.	RI 7.7 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).
(RI) Language, Craft, and Structure	(R) 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.	Anchor Standard 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.
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.	RI.7.4 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.
8.2 Determine the impact of text features and structures on an author's ideas or claim.	

(RI) Language, Craft, and Structure	(L) Vocabulary Acquisition and Usage
<p>Standard 9: 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.</p>	<p>Anchor Standard 4: 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.</p> <p>Anchor Standard 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 when encountering an unknown term important to comprehension or expression.</p>
<p>9.1 Use context clues to determine meanings of words and phrases.</p>	<p>L.7.4.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.</p>
<p>9.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 6 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.</p>	
<p>9.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</p>	
<p>9.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>	<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>9.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 5 Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.</p>	

(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
10.1 Determine an author’s perspective or purpose and analyze how the author distinguishes his/her position from others.	RI.7.6 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.
Standard 11: Analyze and critique how the author use structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
11.1 Determine the impact of text features and structures on an author’s ideas or claims.	RI.7.5 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.
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.	RI.7.8 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.
	(R) Key Ideas and Details
	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	RI.7.9 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.
(RI) Range and Complexity	(R) Range of Reading and Text 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.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
12.1 Engage in whole and small group reading with purpose and understanding.	
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.	

Writing (W)	Writing (W)
Meaning, Context, and Craft	Text Types and Purposes
<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>1.1 Write arguments that:</p> <ul style="list-style-type: none"> a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; e. develop the claim providing credible evidence and data for each; f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; g. establish and maintain a formal style and objective tone; and h. provide a concluding statement or section that follows from and supports the argument. <p><i>Included in Fundamentals of Writing</i></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1.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>W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.D Establish and maintain a formal style.</p> <p>W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 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</p>

	<p>have been addressed.</p> <p>W.7.8 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>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.</p>	<p>Text Type and Purposes Anchor 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.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p><i>Included in Fundamentals of Writing</i></p>	
<p>2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> 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, 	<p>W.7.2.A 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>W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.E Establish and maintain a formal style.</p> <p>W.7.2.F Provide a concluding statement or section that follows from and</p>

<p>revising, editing, rewriting;</p> <ul style="list-style-type: none"> h. paraphrase, quote, and summarize to avoid plagiarism; i. follow a standard format for citation; j. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. establish and maintain a style and tone authentic to the purpose; and m. provide a concluding statement or section that follows and supports the information or explanation presented. <p><i>Included in Fundamentals of Writing</i></p>	<p>supports the information or explanation presented.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 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>W.7.8 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>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Type and Purposes Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and 	<p>W.7.3.A 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>W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3.C Use a variety of transition words, phrases, and clauses to convey</p>

<p>point of view and introducing a narrator and/or characters;</p> <ul style="list-style-type: none"> c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters; e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and i. g. provide a conclusion that follows from and reflects on narrated experiences or events. <p><i>Included in Fundamentals of Writing</i></p>	<p>sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 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>W.7.8 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>
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(W) Language	(L) Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>4.1 When writing:</p> <p>a. show knowledge of the function of phrases and clauses in general and their function in specific sentences;</p> <p>b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and</p> <p>c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
<p><i>5.1 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 5 Apply correct usage of capitalization in writing.</p>	
<p>5.2 Use:</p> <p>a. a comma to separate coordinate adjectives; and</p> <p>b. a comma after introductory subordinate clauses.</p>	<p>L.7.2.a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>
<p><i>5.3 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</p>	
<p><i>5.4 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 4 Use spelling patterns and generalizations.</p>	
<p><i>5.5 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 3 Consult print and multimedia resources to check and correct spelling.</p>	

(C) Meaning and Context	(W) Production and Distribution
<p>Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	<p>W.7.6 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>
See Standards Listed Below	(W) Research to Build and Present Knowledge
<p>Reading Informational Text Meaning and Context Standard 7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>	<p>Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
	<p>W.7.7 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>Reading Literacy Text 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.</p> <p>Reading Informational Text 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.</p>	<p>Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
	<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9.a Apply <i>grade 7 Reading standards</i> 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</p>

	authors of fiction use or alter history"). W.7.9.b Apply <i>grade 7 Reading standards</i> 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").
Range and Complexity	Range of Writing
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	Anchor Standard 10: 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 tasks, purposes, and audiences.
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.	
6.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.	
6.3 <i>Students are expected to build upon and continue applying conventions previous learning.</i> Grade 1 Write left to right leaving spaces between words.	
6.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 4 Demonstrate effective keyboarding skills.	W.7.6 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.
6.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Connect upper- and lowercase letters efficiently and proportionately in cursive handwriting.	

Communication (C)	Speaking and Listening Standards (SL)
Meaning and Context	Comprehension and Collaboration
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.	Anchor Standard 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.
1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.	SL.7.1 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. SL.7.1.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. SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.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. SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
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.	
1.4 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.	
<i>1.6 This indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	

(C) Meaning and Context	(SL) Presentation of Knowledge and Ideas
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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.	W.7.8 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.
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.	
2.4 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 6 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.</i>	
	SL.7.4 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.
(C) Meaning and Context	Speaking and Listening (SL)
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	Comprehension and Collaboration Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Presentation of Knowledge and Ideas Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3.1 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 6 Analyze the impact of selected media and formats on meaning.</i>	

3.2 Utilize multimedia to clarify information and strengthen claims or evidence.	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
(C) Language, Craft and Structure	(SL) Comprehension and Collaboration
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
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.	SL.7.3 Delineate 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: <ul style="list-style-type: none"> a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience. 	SL.7.2 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.
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Consider audience when selecting presentation types.	
5.2 Select and integrate craft techniques to impact audience.	
5.3 <i>This indicator does not begin until English 1. English 1 Develop messages that use logical, emotional, and ethical appeals.</i>	
	Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
See Standards Listed Below	(SL) Presentation of Knowledge and Ideas
Communication 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	Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<p>perspectives. Writing</p> <p>Meaning, Context, and Craft Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>	
	SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Working Document

The following section compares the Common Core Language Standards with the SC College- and Career-Ready ELA Standards. Parallels to the Common Core Language Standards are found in the Reading and Writing Strands of the SC CCR Standards as noted.

Writing (W)	Language Standards (L)
Language	Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	(L) Knowledge of Language
	Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
See Standards Listed Below	(L) Vocabulary Acquisition and Use
<p>Reading Literary Text Language, Craft, and Structure 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.</p> <p>Reading Informational Text Language Craft and Structure Standard 9 Standard 9: 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.</p>	Anchor Standard 4: 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.
	Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<p>Reading Literary Text Language Craft and Structure</p>	L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

<p>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.</p>	
<p>9.2 Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</p>	<p>L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>
	<p>L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<p>Reading Literary Text Language, Craft, and Structure 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.</p> <p>Reading Informational Text Language, Craft, and Structure Standard 9: 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.</p> <p><i>Included in Fundamentals of Reading</i></p>	<p>Anchor Standard 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 when encountering an unknown term important to comprehension or expression.</p>