Indiana Department of Education

Indiana Academic Standards 2014
7th Grade English/Language Arts - Standards Correlation Guidance Document

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: *Literature*			
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.		**RL.10:** 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.	*This IAS 2014 Learning Outcome is an umbrella standard that 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.*
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.		**RL.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
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.	**7.3.4:** Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works. **7.5.5:** Write summaries of reading materials that: • include the main ideas and most significant details. • use the student's own words, except for quotations. • reflect underlying meaning, not just the superficial details. **7.7.9:** Deliver oral summaries of articles and books that: • include the main ideas and the most	**RL.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.	*IAS 2014 shifts the focus from identifying the theme or central idea to analyzing how it is developed over the course of the text.*

	significant details. • state ideas in own words, except for when quoted directly from sources. • demonstrate a complete understanding of sources, not just superficial details.		
7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).	**7.3.2:** Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action. **7.3.8:** Analyze the influence of the setting on the problem and its resolution. **7.3.9:** Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.	**RL.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
7.RL.2.4: *Students are expected to build upon and continue applying concepts learned previously.*			
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.	**7.3.1:** Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.	**RL.5:** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	*IAS 2014 builds upon IAS 2006, specifically identifying structural elements of literature and requiring attention to the elements' impact on meaning and plot. IAS 2014 also broadens the scope of INCC 2010, requiring application of the standard beyond drama and poetry.*
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.	**7.3.3:** Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other	**RL.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	

	characters. **7.3.5:** Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.		
7.RL.4.1: Compare and contrast a written story, play 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*).		**RL.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 (e.g., lighting, sound, color, or camera focus and angles in a film).	
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.		**RL.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.	

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		READING: *Nonfiction*	
7.RN.1: 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.		**RI.10:** 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.	*This IAS 2014 Learning Outcome is an umbrella standard that 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.*
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.	**7.2.7:** Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.	**RI.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.	**7.5.5:** Write summaries of reading materials that: • include the main ideas and most significant details. • use the student's own words, except for quotations. • reflect underlying meaning, not just the superficial details. **7.7.9:** Deliver oral summaries of articles and books that: • include the main ideas and the most significant details. • state ideas in own words, except for when quoted directly from sources.	**RI.2:** 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.	*IAS 2014 shifts the focus from identifying central ideas to analyzing how they are developed over the course of the text.*

	• demonstrate a complete understanding of sources, not just superficial details.		
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*).		**RI.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.3.1: *Students are expected to build upon and continue applying concepts learned previously.*			
7.RN.3.2: 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.	**7.2.1:** Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals). **7.2.3:** Analyze text that uses the cause-and-effect organizational pattern.	**RI.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.	
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.	**7.2.4:** Identify and trace the development of an author's argument, point of view, or perspective in text.	**RI.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.	
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.	**7.2.4:** Identify and trace the development of an author's argument, point of view, or perspective in text. **7.2.6:** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	**RI.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.	*IAS 2014 increases the expectation, requiring students to note* "instances of bias and stereotyping."

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	7.2.9: Identify problems with an author's figures of speech and faulty logic or reasoning. **7.2.10:** Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.		
7.RN.4.2: Compare and contrast a print or digital 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.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).	
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.		**RI.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.	
Indiana Academic Standards 2014	**Indiana Academic Standards 2006**	**Indiana Common Core State Standards 2010**	**Differences from Previous Standards**
READING: *Vocabulary*			
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.		**L.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.	*This IAS 2014 Learning Outcome is an umbrella standard that refers to* content-specific *rather than* domain-specific *words and phrases.*
7.RV.2.1: Use context to determine or clarify the meaning of words and	**7.1.3:** Clarify word meanings through the use of definition, example,	**L.4a:** Use context (e.g., the overall meaning of a sentence or paragraph; a	

phrases.	restatement, or through the use of contrast stated in the text.	word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
7.RV.2.2: Use the relationship between particular words (e.g., *synonym/antonym, analogy*) to better understand each of the words.		**L.5b:** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
7.RV.2.3: Distinguish among the connotations of words with similar denotations.		**L.5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	*IAS 2014 does not include the "e.g."; this broadens the scope of possibilities for application of the standard.*
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*).	**7.1.2:** Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).	**L.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	
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.		**L.4c:** 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.	*IAS 2014 increases the expectation by incorporating style guides as appropriate reference materials and integrates into the expectation the aspect of word origin.*
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.	**7.3.7:** Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.	**RL.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.	*IAS 2014 broadens the expectation, requiring students to apply analysis beyond a specific section of a story, poem, or play.*
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;		**RI.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact	

analyze the impact of a specific word choice on meaning and tone.		of a specific word choice on meaning and tone.	
7.RV.3.3: Interpret figures of speech (e.g., *literary, religious, and mythological allusions*) in context.	**7.3.7:** Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.	**L.5a:** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	

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		WRITING	
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.	**7.5.7:** Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.	**W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.9a:** 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."). **W.9b:** 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."). **W.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 discipline-specific tasks, purposes, and audiences.	*This IAS 2014 Learning Outcome is an umbrella standard for the range of writing students should be able to do, including drawing evidence from literature and nonfiction texts.*
7.W.2: *Students are expected to build upon and continue applying concepts learned previously.*			
7.W.3.1: Write arguments in a variety of forms that – • Introduce claim(s), acknowledge alternate or opposing claims, and use	**7.4.2:** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify	**W.1:** Write arguments to support claims with clear reasons and relevant evidence.	*IAS 2014 requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a "formal" style.*

appropriate organizational structures.

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- Establish and maintain a consistent style and tone appropriate to purpose and audience.

- Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

- Provide a concluding statement or section that follows from and supports the argument presented.

important ideas.

7.4.3: Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.

7.5.2: Write responses to literature that:
- develop interpretations that show careful reading, understanding, and insight.

- organize interpretations around several clear ideas, premises, or images from the literary work.

- support statements with evidence from the text.

7.5.4: Write persuasive compositions that:
- state a clear position or perspective in support of a proposition or proposal.

- describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.

- anticipate and address reader concerns and counterarguments.

7.7.11: Deliver persuasive presentations that:
- state a clear position in support of an

W.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.1d: Establish and maintain a formal style.

W.1e: Provide a concluding statement or section that follows from and supports the argument presented.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	argument or proposal. • describe the points in support of the proposal and include supporting evidence.		
7.W.3.2: Write informative compositions on a variety of topics that – • 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*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience.	**7.4.2:** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. **7.5.1:** Write biographical or autobiographical compositions that: • develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view. • develop complex major and minor characters and a definite setting. • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. **7.5.2:** Write responses to literature that: • develop interpretations that show careful reading, understanding, and insight. • organize interpretations around several clear ideas, premises, or images from the literary work.	**W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.2a:** 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. **W.2b:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **W.2c:** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **W.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.2e:** Establish and maintain a formal	*IAS 2014 requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a "formal" style.*

• Provide a concluding statement or section that follows from and supports the information or explanation presented.	• support statements with evidence from the text.	style. **W.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented. **W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.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.	
7.W.3.3: Write narrative compositions in a variety of forms that – • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., *conflict, climax, resolution*) 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. • Use narrative techniques, such as dialogue, pacing, and description, to	**7.5.1:** Write biographical or autobiographical compositions that: • develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view. • develop complex major and minor characters and a definite setting. • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. **7.5.6:** Use varied word choices to make	**W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.3a:** 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. **W.3b:** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	*Please note that the IAS 2014 requires students to provide an ending rather than a conclusion to account for the possibility of narrative writing to end without a resolution.*

develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.	writing interesting and more precise. **7.7.8:** Deliver narrative presentations that: • establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • describe major and minor characters and a definite setting. • use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.	**W.3c:** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **W.3d:** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **W.3e:** Provide a conclusion that follows from and reflects on the narrated experiences or events.	
7.W.4: Apply the writing process to – • 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. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	**7.4.1:** Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. **7.4.8:** Review, evaluate, and revise writing for meaning and clarity. **7.4.9:** Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. **7.4.10:** Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. **7.4.7:** Use a computer to create	**W.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. **W.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.	*Please note that the IAS 2014 lists editing as the final step of the writing process.*

	documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.		
7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a research question. • Gather relevant information from multiple sources, using search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats.	**7.4.5:** Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. **7.4.6:** Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism. **7.5.3:** Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing	**W.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **W.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.	

	and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). **7.7.10:** Deliver research presentations that: • pose relevant and concise questions about the topic. • provide accurate information on the topic. • include evidence generated through the formal research process, including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries.		
7.W.6.1: Demonstrate command of English grammar and usage, focusing on:	**7.6.5:** Demonstrate appropriate English usage (such as pronoun reference).	**L.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	*This IAS 2014 learning objective is a summary statement; focus skills are listed individually.*
7.W.6.1a: Pronouns – *Students are expected to build upon and continue applying conventions learned previously.*			
7.W.6.1b: Verbs – Recognizing and correcting problems with subject/verb agreement.	**7.6.1:** Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.		
7.W.6.1c: Adjectives and Adverbs – *Students are expected to build upon and continue applying conventions learned previously.*			

7.W.6.1d: Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.	**7.6.1:** Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.	**L.1c:** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
7.W.6.1e: 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.	**7.6.4:** Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences. **7.6.10:** Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	**L.1b:** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	*IAS 2014 builds upon the INCC 2010 expectation, adding attention to fragments and run-ons and varying sentence patterns.*
7.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:		**L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	*This IAS 2014 learning objective is a summary statement; focus skills are listed individually.*
7.W.6.2a: Capitalization – *Students are expected to build upon and continue applying conventions learned previously.*	**7.6.8:** Use correct capitalization.		
7.W.6.2b: Punctuation – ● Using commas with subordinate clauses.	**7.6.7:** Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.	**L.2a:** Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	*IAS 2014 shifts the focus of the expectation to using commas with subordinate clauses.*
7.W.6.2c: Spelling – *Students are expected to build upon and continue applying conventions learned previously.*	**7.6.9:** Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).	**L.2b:** Spell correctly.	

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		SPEAKING & LISTENING	
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.	**7.7.3:** Organize information to achieve particular purposes and to appeal to the background and interests of the audience. **7.7.4:** Arrange supporting details, reasons, descriptions, and examples effectively. **7.7.5:** Use speaking techniques — including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact — for effective presentations.	**SL.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	*This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of "formal" English.*
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.		**SL.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.	
7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.		**SL.1a:** 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.	*IAS 2014 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.*
7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		**SL.1b:** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
7.SL.2.4: Pose questions that elicit elaboration and respond to others' questions and comments with relevant	**7.7.1:** Ask questions to elicit information, including evidence to support the speaker's claims and	**SL.1c:** 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.	conclusions.	observations and ideas that bring the discussion back on topic as needed.	
7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.		**SL.1d:** Acknowledge new information expressed by others and, when warranted, modify their own views.	*IAS 2014 requires students to consider new ideas in relation to their own views rather than to modify their own views*
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.		**SL.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.	
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.	**7.7.2:** Determine the speaker's attitude toward the subject.	**SL.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
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.	**7.7.4:** Arrange supporting details, reasons, descriptions, and examples effectively.	**SL.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.	
7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.		**SL.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
7.SL.4.3: *Students are expected to build upon and continue applying concepts learned previously.*			

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
		MEDIA LITERACY	
7.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	**7.7.7:** Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.		*This IAS 2014 Learning Outcome is an umbrella standard that broadens the expectation by requiring students to analyze information from a variety of sources for a variety of purposes.*
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.			*This standard is **NEW**!*
7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention.			*This standard is **NEW**!*