

**California State Language Arts Standards for Grade 7
Compared to K12 Language Arts Program for Grade 7**

Strand/Topic	CA State Language Arts Standards	Coverage	K12 grade, unit, lesson
CALIFORNIA CONTENT STANDARDS: READING			
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry	Full	Vocabulary from Classical Roots Literature Units 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19
	1.2 Vocabulary and Concept Development: use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary	Full	Vocabulary from Classical Roots
	1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast	Full	Vocabulary from Classical Roots Literature Units 1-19
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)	2.1 Structural Features of Informational Materials: understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs)	Full	Composition Units 3, 4, 5, 6, 7 Literature Units 5, 16
	2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents	Partial	Composition Units 3, 5
	2.3 Structural Features of Informational Materials: analyze text that uses cause-and-effect organizational pattern	Full	Composition Units 3, 4, 5, 6, 7 Literature Units 5, 16
	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: identify and trace the development of an author's argument, point of view, or perspective in text	Full	Literature Units 9, 12
	2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a simple mechanical device by following technical directions	Partial	Literature Unit 16
	2.6 Expository Critique: assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	Full	Composition Units 3, 4, 5, 6, 7 Literature Units 5, 16
3.0 LITERARY RESPONSE AND ANALYSIS	3.1 Structural Features of Literature: articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay)	Full	Literature Units 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19
	3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	Full	Literature Units 1, 2, 7, 8, 11, 15, 17
	3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	Full	Literature Units 1, 2, 4, 5, 7, 8, 9, 11, 12, 15 (character), Units 1, 2, 7, 8, 11, 15, 17 (effect of character on plot and conflict resolution)
	3.4 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)	Full	Units 1, 7, 8, 11, 12, 13, 15

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	3.5 Narrative Analysis of Grade-Level-Appropriate Text: contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work	Partial	Literature Units 11, 13 Composition Unit 2
	3.6 Literary Criticism: analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses	Full	Literature Units 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19
CALIFORNIA CONTENT STANDARDS: WRITING			
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS	1.1 Sentence Structure: place modifiers properly, and use the active voice	Full	Grammar, Usage and Mechanics Units 3, 4, 11 Composition Units 1-8
	1.2 Grammar: identify and use infinitives and participles and make clear references between pronouns and antecedents	Full	Grammar, Usage and Mechanics Units 4, 8 Composition Units 1-8
	1.3 Grammar: identify all parts of speech and types and structure of sentences	Full	Grammar, Usage and Mechanics Units 1-16 Composition Units 1-8
	1.4 Grammar: demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference)	Full	Grammar, Usage and Mechanics Units 13, 14, 15 Composition Units 1-8
	1.5 Punctuation: identify hyphens, dashes, brackets, and semi-colons and use them correctly	Full	Grammar, Usage and Mechanics Unit 15
	1.6 Capitalization: use correct capitalization	Full	Grammar, Usage and Mechanics Unit 12 Expected throughout Literature and Composition Units
	1.7 Spelling: spell derivatives correctly by applying the spellings of bases and affixes	Full	Expected throughout Literature and Composition Units Vocabulary from Classical Roots
1.0 WRITING STRATEGIES	1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	Full	Composition Units 1-8
	1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	Full	Composition Units 1-8
	1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts	Full	Composition Units 1-8
	1.4 Research and Technology: identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	Full	Composition Unit 5
	1.5 Research and Technology: give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	Full	Composition Unit 5
	1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	Full	Composition Units 1-8

Gap/Possibility for Covering Gap
Students must locate information in various sources, but since they are self-selected, they may or may not include consumer, workplace and public documents.
Students look at some technical directions, but not that explain the use of a simple mechanical device.

