### TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 7 (STANDARDS)

#### Reading Standards for Literature - Key Ideas and Details – Students will:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</th>
<th>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</th>
<th>Portions of the standard that are missing or not well developed in the instructional material (if any):</th>
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<tbody>
<tr>
<td>1.</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1]</td>
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<td>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</td>
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<td>2.</td>
<td>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.7.2]</td>
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**Reading Standards for Literature - Key Ideas and Details – Students will:**

3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]

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**Reading Standards for Literature - Craft and Structure – Students will:**

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. [RL.7.4]

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| 5. | Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5] | | | 2 - Meets Criterion for Standard  
1 - Partially Meets Criterion for Standard  
0 - Does NotMeet Criterion for Standard |
| 6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6] | | | 2 - Meets Criterion for Standard  
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# TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 7 (STANDARDS)

**Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:**

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).** [RL.7.7]

   Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

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8. **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.7.9]

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<td><strong>9.</strong> 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. <a href="#">RL.7.10</a></td>
<td>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</td>
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<td><strong>10.</strong> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <a href="#">RI.7</a></td>
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<td>11.</td>
<td>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. [RI.7.2]</td>
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<tr>
<td>12.</td>
<td>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.7.3]</td>
</tr>
</tbody>
</table>

#### Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

#### Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

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<th>13. 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. [RI.7.4]</th>
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<th>14. 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. [RI.7.5]</th>
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### Reading Standards for Informational Text – Craft and Structure – Students will:

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<th>15.</th>
<th>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. [RI.7.6]</th>
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### Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

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<th>16.</th>
<th>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.7.7]</th>
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<td>17. 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]</td>
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<td>18. 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.7.9]</td>
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<td>Reading Standards for Informational Text – Range of Reading and Level of Text Complexity – Students will:</td>
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<td><strong>19.</strong> 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. [RI.7.10]</td>
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<td><strong>20.</strong> Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]</td>
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<td>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. [W.7.1a]</td>
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<td>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.7.1b]</td>
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## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 7 (STANDARDS)

### Writing Standards – Text Types and Purposes – Students will:

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<th>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c]</th>
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<th>d. Establish and maintain a formal style. [W.7.1d]</th>
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<td>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e]</td>
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<td>21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]</td>
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### Writing Standards – Text Types and Purposes – Students will:

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<th>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]</th>
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<th>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]</th>
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<td>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]</td>
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<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]</td>
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<th>e. Establish and maintain a formal style. [W.7.2e]</th>
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**Writing Standards – Text Types and Purposes – Students will:**

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<thead>
<tr>
<th>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f]</th>
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<tr>
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<tbody>
<tr>
<td>22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]</td>
</tr>
<tr>
<td>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</td>
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<tbody>
<tr>
<td>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.7.3a]</td>
</tr>
<tr>
<td>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</td>
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<tr>
<th>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.7.3b]</th>
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<th>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.7.3c]</th>
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### Writing Standards – Text Types and Purposes – Students will:

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<th>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.7.3d]</th>
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<th>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.7.3e]</th>
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### Writing Standards – Production and Distribution of Writing – Students will:

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<th>Standard</th>
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<tr>
<td>23.</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.7]</td>
</tr>
<tr>
<td>24.</td>
<td>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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.7.5]</td>
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#### Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

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</table>
**Writing Standards – Production and Distribution of Writing – Students will:**

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<tr>
<th>25. 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. [W.7.6]</th>
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**Writing Standards – Research to Build and Present Knowledge – Students will:**

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<tr>
<th>26. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</th>
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<tr>
<td>27.</td>
<td>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. [W.7.8]</td>
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<tr>
<td>28.</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9]</td>
<td>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</td>
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<tr>
<td><strong>a.</strong> 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.7.9a]</td>
<td>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</td>
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<tr>
<td><strong>b.</strong> Apply <em>Grade 7 Reading standards</em> 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.7</td>
<td>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</td>
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## Writing Standards – Range of Writing – Students will:

29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]

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## Speaking and Listening Standards – Comprehension and Collaboration – Students will:

30. 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]

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**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 7 (STANDARDS)**

**Speaking and Listening Standards – Comprehension and Collaboration – Students will:**

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<tr>
<th>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.7.1a]</th>
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**Speaking and Listening Standards – Comprehension and Collaboration – Students will:**

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<th>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  [SL.7.1b]</th>
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**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 7 (STANDARDS)**

**Speaking and Listening Standards – Comprehension and Collaboration – Students will:**

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<th>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.7.1c]</th>
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**Speaking and Listening Standards – Comprehension and Collaboration – Students will:**

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<th>d. Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]</th>
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**Speaking and Listening Standards – Comprehension and Collaboration – Students will:**

31. 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.7.2]

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### Speaking and Listening Standards – Comprehension and Collaboration – Students will:

32. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  
   [SL.7.3]

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27
### TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 7 (STANDARDS)

**Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:**

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<td>33. 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. [SL.7.4]</td>
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**Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:**

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<td>34. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]</td>
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**Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:**

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<tr>
<th>35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations.) [SL.7.6]</th>
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**Language Standards – Conventions of Standard English – Students will:**

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<th>36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]</th>
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<td><strong>a.</strong> Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.</td>
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<td><strong>b.</strong> Explain the function of phrases and clauses in general and their function in specific sentences. [L.7.1a]</td>
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**Language Standards – Conventions of Standard English – Students will:**

c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b]

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**Language Standards – Conventions of Standard English – Students will:**

d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c]

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### Language Standards – Conventions of Standard English – Students will:

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<tr>
<th>37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2]</th>
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### Language Standards – Conventions of Standard English – Students will:

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<th>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). [L.7.2a]</th>
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32
### Language Standards – Conventions of Standard English – Students will:

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<th>b. Spell correctly. [L.7.2b]</th>
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### Language Standards – Knowledge of Language – Students will:

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<th>38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3]</th>
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## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 7 (STANDARDS)

### Language Standards – Knowledge of Language – Students will:

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<th>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</th>
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### Language Standards – Vocabulary Acquisition and Use – Students will:

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<th>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.</th>
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**Language Standards – Vocabulary Acquisition and Use – Students will:**

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<th>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. [L.7.4a]</th>
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<th>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). [L.7.4b]</th>
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Language Standards – Vocabulary Acquisition and Use – Students will:

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. [L.7.4c]

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Language Standards – Vocabulary Acquisition and Use – Students will:

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]

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<td>40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]</td>
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<td>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a]</td>
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<td><strong>b.</strong> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]</td>
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<td><strong>c.</strong> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). [L.7.5c]</td>
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<td>41. 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. [L.7.6]</td>
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