

Seventh Grade Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

Abbreviations Used

UC Utah Core

Std Standard
Obj Objective
Ind Indicator

Example

712a = 7th Grade, Standard 1 (Reading), Objective 2 (Comprehension of Informational Text), Indicator a (Identify external text features to enhance comprehension).

CC Common Core

RL Reading Standards for Literature (Common Core)
RI Reading Standards for Informational Text (Common Core)
RF Reading Standards: Foundational Skills (Common Core)
W Writing Standards (Common Core)
SL Speaking and Listening (Common Core)
L Language Standards

RH Reading Standards for Literacy in History/Social Studies 6-12

RST Reading Standards for Literacy in Science and Technical Subjects 6-12

WHST Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Example

7W1e = 7th Grade, Writing Strand, Standard 1 (Write arguments to support claims with clear reasons and relevant evidence), Indicator e (Establish and maintain a formal style)

Introduction to the Seventh Grade

Written by the Seventh Grade Common Core Statewide Teacher Team

Teachers will find in the Utah Core the skills and strategies needed to reach the performance goals in the Common Core. Much of what can be found in the Utah Core for reading, writing, and inquiry is the foundation work necessary for student success, such as process reading and writing, as well as research practices. However, the Common Core allows the educator to identify their own method of instruction to arrive at these goals. As teachers work towards addressing the needs of preparing students for career and college readiness, they will notice an intensity in the Common Core to ensure that students receive a well-rounded reading background, a wealth of writing modes from which to draw upon for various work force jobs, and the knowledge from which to question and conclude.

- **Reading Standard:** A balance of reading experiences exists in the Common Core. A teacher will find informational reading, poetry, narrative, and drama to be part of the content. It is necessary to include cross curricular content reading, such as history, science and technical science. Also, teachers will find that there must be some cross over with their lower grade feeder schools to ensure that students will be prepared for the academic adventures ahead. Teachers will notice that there is a big focus on the **analysis** of literary and informational texts. Several elements of literature still exist, such as theme vs. main idea, point of view, setting, and characterization. Figurative language will also be found, but will include more than just simile and metaphor. What may be most noticeable is that while teachers will still find these elements in the Common Core, there is a distinct increase in what will be covered. Another Utah Core thread that appears in the Common Core is the connection to text. The language of this standard in the Common Core is different, but the idea of text-to-self, text-to-text, and text-to-world is still present. Additionally, teachers will need to include a multi-media element to their reading.
- **Writing Standard:** Students will still be required to complete a variety of modes of writing. Specifically, teachers will instruct students on informational writing, expository writing, narrative writing, and argumentative writing. The most significant change in the Common Core is the transition from persuasive writing to argumentative writing. Students will be required to write arguments and support claims with textual evidence. Both the Common Core and the Utah Core stress the importance of the writing process, which involves idea development, organization, voice, word choice, sentence fluency, conventions, revision, and publication. Again, in the Common Core the wording appears slightly different. For example, word choice and voice now appears as style and tone in the Common Core and the word, “syntax,” is used in place of sentence fluency. The Common Core places a larger emphasis on the inclusion of technology in writing. Using multi-media formats to present information is essential, as well as using Internet links to cite sources. Publishing students’ work is also an integral part of the writing standard. The Common Core indicates that students should also use the Internet to collaborate on their writing piece. Not every piece of writing that is completed in the classroom setting has to be publication ready; however, writing ready for publication will demonstrate conventions of standard English. Teachers will employ a range of writing routinely in their classrooms. This includes writing over extended time frames for research, reflection, and revision. Also, the range includes a variety of discipline-specific tasks, purposes, and audiences.

- **Speaking/Listening Standard:** This standard takes the place of the Inquiry Standard in the Utah Core. There are many complete matches in the Utah Core to the Common Core. Ultimately, the main difference is the sophistication of discussion and presentation that is now expected in the Common Core. The Common Core asks students to use academic language in their small group and whole class interactions. Students need to take an objective perspective in the discussion by listening to their peers and then reflecting on these multiple view points. Proper behavior and conduct in a discussion is presented in the Common Core. Specific skills necessary for academic discourse are outlined within the objectives of the Speaking and Listening Standard. Students must demonstrate the ability to evaluate a fellow classmate’s claim in the discussion. Multi-media components and visual displays are used to clarify claims and findings. Using appropriate public speaking skills, such as eye contact, adequate volume, and clear pronunciation are expected. Students will need to develop an understanding of how to adapt their speech to specific contexts, tasks, and audiences.
- **Language Standard:** Although we do not explicitly have a language standard in the Utah Core, all of these expectations exist within the reading and writing standards. Pre-fixes/suffixes, commonly confused words, and grade level spelling are not directly given to teachers. Teachers will select vocabulary words from the variety of texts they present in class. Many of the objectives exist in lower and higher grades in the state core, which makes these scope and sequence connections throughout all grade levels. Students will need to have skills and strategies available to be able to do grade appropriate vocabulary development.

Thanks to the Seventh Grade Common Core Statewide Teacher Team:

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Process for committee selection: In October 2010 USOE requested that each district nominate teachers and other curriculum specialists or instructional coaches to represent each district, grades K-12. Nominees were selected by USOE based on their expertise and a broad state representation. The committee met for three days in the fall of 2010 in grade level teams to develop the Common Core Alignment document. They also made recommendations for the content of the Common Core Academy and the ongoing Professional Development for teachers in their respective grade level.

One resource for Instructional Units: Common Core curriculum maps for each grade have been designed by teachers for teachers and are available in draft form on the following website: <http://commoncore.org/maps/index.php>

Seventh Grade Utah Core to Common Core English Language Arts Alignment **7TH GRADE**

Seventh Grade Utah Core		Seventh Grade Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Std 1	(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.						
Obj 1	(Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.	7L4c 7L4d		x	X x		Dictionary work Citations in parenthesis are outside of the 7 th grade Common Core. Beings in Kindergarten Vocabulary Acquisition and Use (KL4a,b; KL5a-d; KL43a; KL61a; KL73a) Standard 1: Objective 1, a,b,c objective 3 and 3 e together make a strong partial match with common core 7RL4 because of the lack of analysis with the impact of rhyming.
	a. Identify common prefixes and suffixes to determine the meanings of words.	7L4b		x			Common core includes roots
	b. Identify the literal (denotative) meanings of words.	7L5c		x			Common core has connotations
	c. Determine word meaning through context clues: definition or explanation.	7L4a	x				
	d. Distinguish between commonly confused words (i.e., a lot/allot; board/bored; brake/break; desert/ dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're).	7L4 7L2		x	X		Common core is vague grades 4-12 Standard 1: Obj d is a weak partial match because it was located under language standards of common core.
Obj 2	(Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).	7RI,2,3,4,5,6			X		Standard 1: Obj 2: a,b,c, and d in the Utah Core lacks the analysis required in the Common Core Utah Core is focused more on specific necessary skills, which can be

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7TH GRADE

Seventh Grade Utah Core		Seventh Grade Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
							beneficial for struggling students.
	a. Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, tables of contents, glossaries, and indexes).	7RI,2,3,4,5,6			X		
	b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).	7RI,2,3,4,5,6			X		
	C. Retell, paraphrase and summarize from informational text.	7RI,2,3,4,5,6			X		
	D. Distinguish main idea and supporting details in text.	7RI,2,3,4,5,6			X		
Obj 3	(Comprehension of Literary Text): Comprehend literature using elements of narrative and poetic text.	7RL4		X			See comments ABOVE
	a. Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).	7RL3			X		Standard 1: Obj. 3. a,b,c,d in Utah Core lacks the analysis required by Common Core RL.2.7
	b. Describe a character’s traits as revealed by the character’s thoughts, words, speech patterns, and actions.	7RL3			X		RL.4.3
	c. Distinguish topic from theme in literature.	7RL2			X		Common Core has a more in-depth analysis of the theme. RL.4.9
	d. Define and describe settings in literature (e.g., place, time, and customs).	7RL3			X		RL.1.3, RL.3.9
	e. Identify figurative language (i.e., simile and metaphor).	7RL5 7L5 7RL4		X	X 		Figurative language, word relationships, word nuances and meaning. RL.3.4, RL.5.4 See comments above. Figurative language, word relationships, word nuances and meaning.
	f. Identify main ideas and emotions in a wide range of	7RL5				X	Standard 1: Obj. 3,f in the Utah Core lacks the

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		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
	poetry.						analysis required by the common core RL.5.2
Std 2	Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.						
Obj 1	(Writing to Learn): Retell or summarize and make connections to clarify thinking through writing.						There appears to be less emphasis on creative or imaginative writing that connects to the student. However, there is a large increase in argumentation and using factual evidence in your writing. Informative and explanatory writing seem to dominate the writing instruction.
	a. Retell significant events in sequence.	7W3		X			
	b. Summarize and paraphrase essential information from literary or informational text.	6W3a,6W3b, 6W2				x	Found in 6 th grade
	c. Connect text-to-self.	6W3a 3W3b				x	Found in 3 and 6 th grade
Obj 2	Objective 2 (Extended Writing): Write to identify and reflect on feelings to recreate experiences. Emphasize autobiographical or narrative essays. (Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)	6W3a, 6W3b,				x	Found in 6 th grade
	a. Determine audience and purpose for extended writing.	6W4	X				Found in 6 th grade
	b. Relate a clear, coherent, chronologically-sequenced incident, event, or situation with simple reflection.	6W3a 7L3a			x	x	Found in 6 th grade
	c. Use sensory details.	7W3d	X				
Obj 3	(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.	7L1 7L3 L61e		X X		x	Looking through the Common Core, the expectation is that students will master these skills in conventions at an earlier grade level. Specifically, many of these skills are expected to be mastered at the elementary school levels.

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Seventh Grade Utah Core		Seventh Grade Common Core					Notes
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
							Common core is much less specific. 6 th – 12 th grade
	a. Evaluate and revise for:	7L3B		x			Common core is called style and tone
	• Ideas: Use of a unifying idea or topic.	6W2a, 6W2b L7.3a			x	x	7 th -12 th grade Found in 6 th grade
	• Organization: A clear beginning, middle, and end, with sequential transitions.	6W2a, 6W2c, 6W2f				x	Found in 6 th grade
	• Voice: Appropriate tone and voice.	L.6.3b, L.8.1b				x	6 th -12 th grade Found in 6 th grade and 8 th
	• Word Choice: Appropriate word choice for topic.	L.4.3a L33a L43a				x	3 rd – 12 th grade 4 th – 12 th grade Found in 3 rd and 4 th grade
	• Fluency: Varied sentence beginnings and sentence length.	L.4.1f L63a		x		x	6 th -12 th grade Found in 4 th and 6 th grade
	b. Edit for conventions:	7L1b	X				Common core is more specific
	• Correct grade level spelling.	7L2b 7W2d L.3.2f		x	X x		What is grade level spelling?
	• Correct use of commas in a series.	L.5.2a L4.3b L52a L62a			X	x	4 th – 12 th grade 5 th -8 th grade 6 th -12 th grade Found in grade 4, 5, 6
	• Correct subject-verb agreement.	L.3.1f L51d L61c		X X		X	Found in grade 3, 5, 6
	• Correct use of possessives.	3L.2d				X	Found in 3 rd grade
	• Correct capitalization of sentence beginnings and proper nouns.	7L2 L.4.2a		X			
	• Correct end punctuation on simple and compound sentences.	7L2 L.4.1f L43b L62a		X		X X X	4 th -12 th grade 4 th -12 th grade 6 th -12 th grade Found in 4 th and 6 th grade

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Std 3	(Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.						
Obj 1	Objective 1 (Process of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information.						
	a. Formulate literal and open-ended questions for inquiry.	7SL1c		x			
	b. Gather relevant information to answer questions.	7SL1a		X			Understand difference between fact and opinion
	c. Validate the accuracy and relevance of information, discriminating between fact and opinion.	7SL1a 7SL1d		X x			
	d. Distinguish paraphrasing and summarizing from plagiarizing.	7SL2			x		Plagiarism is not in common core
Obj 2	(Written Communication of Inquiry): Write to report information gathered from the process of inquiry.						
	a. Select an a format to report information, (e.g., field report, brochure, lab report, PowerPoint, poster, R.A.F.T., poetry)	7SL5			x		
	b. Gather information on an idea or concept.	7SL1a		x			How do we get prepared?
	c. Summarize to report information.	7SL4		X			
	d. Use informal contextual citation. (e.g., "Gary Paulsen says he gets his ideas from...")						
Obj 3	(Oral Communication of Inquiry): Communicate ideas and information appropriately in classroom settings.	L61e				x	6 th -12 th grade Found in 6 th grade
	a. Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation).	7SL1		x			
	b. Use appropriate classroom procedures for asking questions (e.g., turn- taking, staying on topic, projecting adequately).	7SL1b 7SL1c		X X			

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Seventh Grade Utah Core		Seventh Grade Common Core					
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	c. Use appropriate classroom procedures for responding to questions (e.g., listening, respecting others' contributions, staying on topic, projecting adequately).	7SL1d 7SL3		X			
	d. Contribute constructively in classroom settings.	7SL1		X			

NOTES from Seventh Grade Teacher Team:

L41f Produce complete sentences, etc. found in K-2nd grade Utah State Core

L61d Vague pronouns not found in Utah State Core

L71c Phrases and clauses found in 9-11th grade Utah State Core

Common Core State Standards

Excerpted from the Introduction to the Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects pp.3-7, <http://www.corestandards.org/>

Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), the present work builds on the foundation laid by states in their decade-long work on crafting high-quality education standards. The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first century, globally competitive society.

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

The Standards insist that instruction in reading, writing, speaking, listening and language be a shared responsibility within the school. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science and technical subjects. The division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content. Students who are college and career ready demonstrate independence, build strong content knowledge, comprehend as well as critique, value evidence, use technology and digital media strategically, understand other perspectives and cultures, and respond to the varying demands of audience, task, purpose, and academic disciplines (p.7)

Note: The three appendices on the Common Core website are critical to understanding the implications of the Common Core Standards for teaching and learning: A (Supporting Research); B (Text Exemplars and Sample Performance Tasks) and C (Samples of Student Writing).

Common Core to Seventh Grade Utah English Language Arts Core							7 th Grade
Seventh Grade Common Core			Seventh Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
RL	READING STANDARDS FOR LITERATURE (GRADE 7)						
RL	KEY IDEAS AND DETAILS (GRADE 7) Note from teachers: The Common Core gives students the opportunity to internalize many aspects of the literature that the Utah core does not allow time for.						
7RL1	Cite textual several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.					x	8 th 13b; 9 th 32d
7RL2	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.	713c			X		Utah core lacks the analysis required by the common core 10th21c; 8 th 32c; 9 th 13c
7RL3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.	713 a,b,d			X		Utah core lacks the analysis required by the common core 9-1.3a,d,
RL	CRAFT AND STRUCTURE (GRADE 7)						
7RL4	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.	711a,b,c, 713 and 713 e		X			1.1abc, 1.3, and 1.3e make a strong partial match with 7RL4. Lacks analysis. 8-1.3e,f, 8-1.1b,c, 9-1.3e
7RL5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contribute to its meaning.	713f			X		Utah core lacks the analysis required by the common core 12-1.3e,f
7RL6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.					X	Utah core lacks the analysis required by the common core 9-1.3b, 10-1.3b
RL	INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 7)						
7RL7	Compare and contrast a written story, drama, or poem					X	Utah core lacks the analysis required by the

Common Core to Seventh Grade Utah English Language Arts Core							7 th Grade
Seventh Grade Common Core		Seventh Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	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)						common core 9-2.1c
7RL8	Not applicable to literature					X	Utah core lacks the analysis required by the common core
7RL9	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.					X	Utah core lacks the analysis required by the common core 9-1.3c
RL	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADE 7)						
7RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					X	Utah core lacks the analysis required by the common core No Match
READING STANDARDS FOR INFORMATIONAL TEXT (GRADE 7)							
RI	KEY IDEAS AND DETAILS (GRADE 7)						
7RI1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	712 a,b,c,d			X		Utah core lacks the analysis required by the common core 8-1.2c, 8-3.2d
7RI2	Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.				X		Utah core lacks the analysis required by the common core 8-3.2c
7RI3	Analyze the interactions between individuals, events, or ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).				X		Utah core lacks the analysis required by the common core 12-1.2c

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Seventh Grade Common Core		Seventh Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
RI	CRAFT AND STRUCTURE (GRADE 7)						
7RI4	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.	712 a,b,c,d			X		Utah core lacks the analysis required by the common core 8-1.1b,c,
7RI5	Analyze how the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas..				X		Utah core lacks the analysis required by the common core 10-1.2b
7RI6	Determine the author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	712 a,b,c,d				X	Utah core lacks the analysis required by the common core 10-3.1c
RI	INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 7)						
7RI7	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).					X	Utah core lacks the analysis required by the common core No match
7RI8	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.					X	Utah core lacks the analysis required by the common core 10-1.2d
7RI9	Analyze how two or more authors writing about the same topic shape their presentations of key					X	Utah core lacks the analysis required by the common core 8-2.1c

Common Core to Seventh Grade Utah English Language Arts Core							7 th Grade
Seventh Grade Common Core			Seventh Grade Utah Core				
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	information by emphasizing different evidence or advancing a different interpretation of facts.						
RI	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADE 7)						
7RI10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiency, with scaffolding as needed at the high end of the range.					X	Utah core lacks the analysis required by the common core No match
WRITING STANDARDS GRADE 6: THREE TYPES – 1) argument; 2) informative/explanatory; 3) Narrative							
W	TEXT TYPES AND PURPOSES (GRADE 7)						
7W1	Write arguments to support claims with clear reasons and relevant evidence.	731c 9th22c			x	x	Most of the Utah Core focus is on persuasive writing, with little emphasis on argument. In the 9 th grade core The Common Core appears to be one to five grade levels more advanced than the current Utah Core. There is more analysis, research, and explanatory writing than narrative. Much more application than identification of skills.
7W1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	721a 9th32d		X		x	Opposing claims is found in the 9 th grade Utah Core, but does not appear in the 7 th .
7W1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible	731c, b, d 9th31d		X			Found in 9 th grade core.

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		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	sources and demonstrating an understanding of the topic or text.					x	
7W1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	723a;2b 9th2b		X		X	Word choice seems to be more advanced by the 7 th grade. 9 th grade core found. Word analysis is applied more, rather than introduced.
7W1d	Establish and maintain a formal style.	722	x				It is unclear as to the level of mastery students will have at this level.
7W1e	Provide a concluding statement or section that follows from and supports the argument presented.	732c;731c 9th22b		X		x	Found in 9 th grade core
7W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	72	x				Less emphasis on explanatory, but we're inferring that informative is sufficient. Explained deeper in the common core.
7W2a	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.	722a,b 732a 733a	X				
7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or	731b		X			Found in 9 th grade core.

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	other information and examples.	721b 9th2 2 b	X			x	
7W2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	722b 723a 9th2 2b		X		x	Found in 9 th grade core.
7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	723a 711d,b 9th2 3		X		X	Found in 9 th grade core.
7W2e	Establish and maintain a formal style.	722 9th23		X		x	Found in 9 th grade core.
7W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	723a, 1a 9th22b 9th23		X		X x	Found in 9 th grade core.
7W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	722	x				
7W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or	722a,2b,1a	X				

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	characters; organize an event sequence that unfolds naturally and logically.	713a					
7W3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	713a 722c 8th22c 12th 2 3 b		X		X X	Found in the 8 th and 12 th grade.
7W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	721a 713d 9th 2 2 b 9th 3 3 8th2 2 b		X		X X x	Found in the 8 th and 9 th grade core.
7W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	722c, 3a	X				
7W3e	Provide a conclusion that follows from the narrated experiences or events.	723a 713a 9th2 2 b, 3		X		x	Found in 9 th grade core.
W: PRODUCTION AND DISTRIBUTION OF WRITING (GRADE 7)							
7W4	Produce clear and coherent writing in which	7 2 3a	x				7 th grade focuses on narrative writing,

Common Core to Seventh Grade Utah English Language Arts Core							7 th Grade
Seventh Grade Common Core		Seventh Grade Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						while upper grade levels delve more into informative and expository writing. 7 th grade goes through the writing process, but just through a different type of writing.
7W5	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 purposes and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	723,2	X				
7W6	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.	732d 10th 3 3			X	x	Found in 10 th grade core.
W: RESEARCH TO BUILD AND PRESENT KNOWLEDGE (GRADE 7)							
7W7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	732a,2b,2c,2d		X			The connection is difficult to make based on the verbiage ‘research project,’ which is not stated in any of the other grade levels.
7W8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;	73j1a,1b,1c,2c		X			A gap is present here with the understanding of digital sources, which are not mentioned anywhere in the Utah

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	and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						State Core.
7W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	712b,2c 9th21 c 10th 21 c		X		x x	Found in 9 th grade and 10 th core.
7W9a	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”).	713b,3d 9th21 12th 1 3 b		X		x x	Found in 9 th grade and 12 th core.
7W9b	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”).	712a,2b,d 11th2 2 b, c		X		x	Found in 11 th grade core.
W (CCRS): RANGE OF WRITING (GRADE 7)							
7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter	723; 722a	x				

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		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
SPEAKING AND LISTENING STANDARDS: GRADE 7							
SL	COMPREHENSION AND COLLABORATION (GRADE 7)						
7SL1	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 3 3a 73 3d		X x			
7SL1a	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.	731b, 1c 73 2b		X x			Understand the difference between "fact" and "opinion" How do we get prepared?
7SL1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	73 3b		x			
7SL1c	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.	73 1a 73 3b		X x			Skill of posing questions, wording questions, relevant questions – questioning techniques
7SL1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	731c 73 3c		X x			Found in 10 th grade core

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		10th 3 3c				x	
7SL2	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.	73 1d 6th1 2a 10 th & 11 th 3 1b			x	X X	Nothing about plagiarism. Found in 6 th , 10, and 11 grade core
7SL3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	73 3c 11 th & 12 th 3 3c		x		X	Stronger match in the 11 th and 12 th grade curriculum, but this objective is higher than even the 12 th grade curriculum
SL	PRESENTATION OF KNOWLEDGE AND IDEAS (GRADE 7)						
7SL4	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.	73 2c 12th 3 2d		x		x	Found in 12 th grade core
7SL5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	73 2 a 10 th 3 2d 11 th & 12 th 3			X	X	Found in 10 th , 11 th , 12 th grade core
7SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.	6th 1 1d			X	X	Found in 6 th grade
LANGUAGE STANDARDS GRADE 7							
L	CONVENTIONS OF STANDARD ENGLISH (GRADE 7)						

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		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
7L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	72 3 6th 1 1d		x		X	Subject-verb agreement, possessives, capitalizations, punctuation, commas, grade level spelling Found in 6 th grade core
7L1a	Explain the function of phrases and clauses in general and their function in specific sentences.	11th 2 3b				x	Found in 11 th grade core
7L1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	72 3b 6 th 1 1d			x	X	Simple and compound sentences Found in 6 th grade core
7L1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					X	Commas
7L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	72 3b		x			
7L2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	72 3b			x		Utah. Core says only commas in a series.
7L2b	Spell correctly.	72 3b		x			Utah core: What is grade level spelling?
L	KNOWLEDGE OF LANGUAGE (GRADE 7)						
7L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	72 3			x		Weak match for writing in UT core, but not the other domains of language
7L3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	72 2b		x			

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7L3b	Maintain consistency in style and tone.	72 3a		x			Voice, word choice
L	VOCABULARY ACQUISITION AND USE (GRADE 7)						
7L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	71 1d		x			Utah state is really specific. Common Core is really vague. How are 6 th grade words determined?
7L4a	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.	71 1c	x				
7L4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	71 1a 6 th 3 3b 9 th - 11 th 1 1a		x		X	Utah core is prefix/suffix, but not roots. Found in 6 th , 9 th , 10, 11 grade core
7L4c	Consult 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.	71 1 6 th 6 2a			x	x	Dictionary work. Found in 6 th grade core
7L4d	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).	7 1 1 6 th 6 2a			x	X	Found in 6 th grade core
7L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	71 3e 71 1b			x		Utah core for 7 th grade is only simile and metaphor, other figurative language devices are in other grade levels.
7L5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	11 th & 12 th 1 3b, c, e				X	Found in 11 th and 12 th core
7L5b	Use the relationship between particular words	71 1b			x	x	Found in 9 th grade core. Partially

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	(e.g., synonym/antonym, analogy) to better understand each of the words.	9 th 1 1b					
7L5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).					x	
7L6	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.					X	